DOCUMENT RESUME

ED 473 135 IR 058 548

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|---|---|
| AUTHOR | Barrett, Helle, Comp.; Brown, Gerald R., Comp. |
| TITLE | Assembly of Associations: Communique, 2002. |
| INSTITUTION | International Association of School Librarianship, Seattle, WA. |
| PUB DATE | 2002-00-00 |
| NOTE | 101p. |
| PUB TYPE | Reports - Descriptive (141) |
| EDRS PRICE | EDRS Price MF01/PC05 Plus Postage. |
| DESCRIPTORS | Developed Nations; Developing Nations; Elementary Secondary Education; Foreign Countries; *Library Associations; *Library Development; *Library Services; *School Libraries |
| IDENTIFIERS | United States |

ABSTRACT

This document reports developments in school librarianship from around the world. Reports from the following countries, regions, and organizations are included: Austria; the Australian School Library Association; the Botswana Secondary School Librarians Association; Burundi; the Association for Teacher-Librarianship in Canada; the Canadian School Library Association; Chile; the Danish School Library Association; Ethiopia-the Committee for the Development of School-Community Libraries for Children; Europe; the Federated States of Micronesia; the Fiji Library Association; the Library Association of Guam; the Indonesia School Library Association; the School Library Association of the Republic of Ireland; the Jamaica Library & Information Association; Japan; the Latvia School Library Association; Lithuania; Malaysia; the Marshall Islands; Namibia-School Library and Information Services; the School Library Association of New Zealand; the Nigerian School Library Association; the Nordic Association of School Librarians; the Sultanate of Oman; the Pacific Region; the Pacific Islands Association of Libraries and Archives; the Papua New Guinea Library Association; the Philippines; Poland-Towarzstwo Navczycieli Bibliothekarzy Szkol Polskich; Portugal; the Library Association of Western Samoa; Singapore; Slovenia; the Solomon Islands; South Africa; Sri Lanka; Sweden; Tanzania; Tonga; Trinidad and Tobago; the United Kingdom-the School Library Association; the United States-the American Association of School Librarians; Vietnam; the Zimbabwe Library Association; and the World Library Partnership. A list of contact persons is included. (MES)

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INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

ED 473 135

# ASSEMBLY OF ASSOCIATIONS

# COMMUNIQUE 2002

COMPILED BY
HELLE BARRETT
IASL VICE PRESIDENT, ASSOCIATION RELATIONS

GERALD R. BROWN
HONORARY AMBASSADOR, IASL

IR058548

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## INTRODUCTION

THE ASSEMBLY OF ASSOCIATIONS COMMUNIQUE IS THE WORKING DOCUMENT, WHICH REPORTS DEVELOPMENTS IN SCHOOL LIBRARIANSHIP FROM AROUND THE WORLD IT REPRESENTS THE FIELD'S PERCEPTION OF DEVELOPMENT AND LOCAL NEEDS.

The first Communique was discussed by Michael Cooke in Board business of 1977. By 1981, the first Communique was distributed to the participants following the conference in Aberystwyth, Wales. A communique in some format has been produced for every year since that time. For many years, a section of the NEWSLETTER carried lengthy coverage of the Assembly of Associations.

The responsibility for the Assembly has always rested with a Vice President. The Constitution, under the section "Procedures" outlines the work of the Association as follows:

1. The purpose of the Assembly is to province a forum for Association members to share common problems and mutual interests in the promotion of school librarianship. While the possibility of joint action in research and other projects may be explore, the main focus is dialogue.

2. Each Association must complete an application form indicating the name and address of its Representative to the Assembly.

3. Each Assembly Representative must pay the appropriate IASL Conference fee to register for the Assembly meetings.

4. The Presiding Officer of the Assembly is the Vice-President: Association Relations. Resolutions proposed by the Assembly are presented by the Vice-President to the General Assembly of IASL for consideration.

Helle Barrett and Gerald Brown have been active this year tracing as many Associations, Ministry of Education, or National Library representatives in as many countries as possible. Helle has carried on an electronic dialogue with the representatives, and mailed material to those who are not connected on the Internet.

Work will continue next year to obtain representatives from countries not currently listed in the Membership directory. Efforts will be made to encourage membership development. As the dialogue continues, a stronger network of leaders will be identified. This grassroots involvement is a high priority at this time in the organisation.

## OBSERVATIONS:

During our work with these reports, several question that appeared as important concerns:

1. has IASL been able to get the South African manual that Sandra Zinn brought last year, or other equivalent publications, distributed to the people who really need it ? and to others who might not have electronic access ??

2. is IASL interested in the issue raised by the lady from Bali, who could not find any place where she could get scholarship money to continue her studies through distance education ? Would IASL be interested in developing at least one such foundation, that could be used to fill needy requests ?

3. is IASL interested in mounting any travelling workshops that might be provided to conferences in developing countries ... after the style that IFLA AP does, but related specifically to schools

4. has IASL been active in helping developing countries and / or individuals in writing project proposals, getting them funded, and implemented ?

5. does IASL have a publication program, other than the website that will meet the needs of developing countries ?

6. is IASL able to disseminate information about the effectiveness of Information Literacy as a school library program more widely to groups outside its own membership ?

## AUSTRIA

Excerpt from Monica Nilsson, Director, Europe

The Federal Ministry of Education in Austria are doing an important job in promoting school library programs. They also introduced a very good homepage for the Austrian School librarians: www.schulbibliothek This is a great platform for Austrian School Librarians with information, ideas and links.

The Austrian Ministry are also working with a concept for the school library how to transform a traditional library into a working multimedia learning place: The Multimedia School Library as a Learning Centre. The German report can be downloaded at:
http://www.bmbwk.gv.at/start.asp?bereich=3&OID=4834&l1=16&l2=59&l3=6028

Professor Werner Schoggl - the Project cooordinator - can summarise the situation for the school librarians in Europe:

"The position of the school librarian will have to undergo a more or less dramatic change - she / he will become some sort of pedagogical adviser for other teachers since it is the multimedia school library where modern forms of lessons are carried out." Professor Schoggl ends: much remains to be done - further teacher-training, improvement of the equipment of the school library and better payment for the school librarians."

## Australia. Australian School Library Association Incorporated (ASLA)

Web site: http://www.asla.org.au/
Number of Members:
Membership based on the federation of 8 school library associations representing the states and territories of Australia. Approximately 2300 individual members within these associations.
Publications:

- Access (quarterly journal)
- *Learning for the Future: Developing Information Services in Schools. Second Edition.*
- *Teaching Information Skills: Professional Development CD ROM.*
- *Steps to success: Information literacy video* (PAL & NTSC formats)

President: 2001 – 2002 : June Wall
Executive Officer: Karen Bonanno
Contact details: Australian School Library Association Inc.
PO Box 5689

Mackay MC Queensland 4741 Australia
E mail: asla@asla.org.au
Phone: +61 – 7 – 4953 1863 Fax: +61 – 7 4953 1908
Conference Delegate: June Wall, ASLA

Advocacy:

- Launch of *Learning for the Future: Developing Information Services in Schools. Second Edition* in Adelaide by Mr Gary Putland, Director of EdNA Online.
- Joint task force with the Australian Library and Information Association (ALIA) on policy documents and strategies of national significance. At present this task force is re-developing a statement on the role of the teacher librarian as well as working on advocacy

Education for School Librarianship

- Representation on some university course committees and also with ALIA on the LISEKA project. Library and Information Services Education in the Knowledge Age. This project is considering how library and information science professionals become accredited. See http://www.alia.org.au/education/liseka/ for further information

Information Literacy

- Expansion of standards and guidelines in 2nd edition of *Learning for the Future: Developing Information Services in Schools.*

Information Technology

- Integration evident in standards and guidelines in 2nd edition of *Learning for the Future: Developing Information Services in Schools.*

Professional Development Activities

- ASLA XVII – Forging Future Directions – national biennial conference
- Development of training package for member associations to use to promote *Learning for the Future*

Research

- Investigation into the feasibility of undertaking research nationally about the impact of teacher librarians and school library services on student learning

Awards and Commendations Given

- ASLA Citation in recognition of contribution to teacher librarianship in Australia awarded to Karen Bonanno

**Issues:**

- Lack of recognition of teacher librarians in school staffing quotas in some states due mainly to political and economic rationalisation
- Schools and teacher librarians continue to find the implementation and management of information and communication technology (ICT) in an educational context an issue, requiring resources both physical and human, and strategies to make ICT an effective part of the learning process

**Issues for IASL to consider**

- Advocacy on a global scale. Perhaps a development package or self help strategies for members to use that brings to light best practice and research worldwide.

Other

- **HOPE Worldwide (PNG)** book donations. ASLA commenced this project as a result of meeting and talking with some PNG IASL members at the Auckland, NZ conference last year. This program aims to provide new books to developing countries (at present PNG) as an ongoing activity at each of ASLA's biennial conferences. Participants are encouraged to bring new books to donate or to purchase them from trade fair exhibitors at the conference. Last year, the generosity of members and in particular trade fair exhibitors was spectacular, to the extent of requiring a considerable transport arrangement for the books to be sent to PNG. They were also covered in plastic by another Trade Fair exhibitor!

- Organisation and co-ordination of visit by University of Colombo, Sri Lanka, National Institute of Library and Information Sciences personnel to assess the delivery of accredited teacher librarianship courses in Australia with the view to adopt these standards and course delivery for the establishment of teacher librarianship in Sri Lanka.

## BOTSWANA SECONDARY SCHOOL LIBRARIANS ASSOCIATION (BSSLA)

Reported by Margaret Baffour-Awuah, Principal Librarian, Educational Libraries' Division

**Name of Country:** Botswana / Botswana library Association ( BLA) / Educational Libraries' Committee (1996) / the Botswana Secondary School Librarians Association. (2002)

**Founding :** BLA 1978 / Educational Libraries' Committee (1996) / the Botswana Secondary School Librarians Association. (2002)

WEB ADDRESS: **WWW.BLA.0CATCH.COM**

BLA PRESIDENT (00/ 01) ; Ms Bobana BADISANG
BOSSALA Chair:..... Educational libraries Committee

Mrs Margaret Baffour-Awuah .....

Previous reports have started on an almost apologetic note "*there is no school library Association in Botswana*," but the situation has changed. The launching and first AGM of the Botswana Secondary School Librarians Association took place at the Palapye Kgolagano Conference Centre on the 13th April 2002. The Botswana Library Association, which celebrates its 24th anniversary this year has, until now only had in place one sub-committee that is the Education libraries' committee embracing college and senior secondary school librarians. The new association, **BOSSALA.** Is predominantly for teacher librarians and secondary school librarians. The Ministry of Education very much supported the launching, as of course did the National Library.

**2. Advocacy:** BLA was able to contribute a statement to the national vision forum. VISION 2016 , a national vision aimed at transforming Botswana ***into an informed and educated nation by 2016***, had stared off without librarians on board, though there was an information component. BLA , took up the issue made representations and submitted a statement and got slotted onto one of the pillars of the Vision Forum and would participate in future deliberations.

- BLA also submitted for consideration a position paper towards the National Information and Broadcasting policy

**Professional Development Activities:** BLA is in July, 2002, holding a workshop which covers Children's Services, Services to the Disabled, as well as Adult Basic Education. It will professionally empower 35 librarians. It is Carnegie funded facilitated by INASP.

**Publications:** Published were the following: The BLA Newsletter, An Ethics For Botswana Librarians document, A vision / mission document. The annual report, which had not been published for several years, was also published.

3. **Major issues blocking development**

- For BLA, general apathy had for many years affected development of membership, but persistence seem to be working and a slight, improvement is evident. There are now over **100 members**! This is a record!

- For school librarianship in general it is a complexity of issues, government good will is there, but sharing the responsibility between two Ministries, has impacted negatively on the progress of school librarianship in Botswana.

- Fortunately there are indications towards decentralisation and it could make a major difference.

4. a) Help with a regional forum

b) Regional newsletter / publications; would it be feasible to undertake a few simple publications under IASL banner?

5. We participated various international fora:

- SCECSAL LIASA IFLA

**Other News**

The National library has been granted the Carnegie revitalisation award of U$ 2million to revitalise four model public libraries, this would impact many libraries especially the school libraries. We thank the Carnegie Corporation of New York and look forward to the revitalisation and its ripple effect down our entire library system.

## BURUNDI

Conference oral report provided in French by
Madame Cecile Ndabirinde, Directeur Deneral
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Oral translation provided by Julie Kulikowski
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## CANADA. ASSOCIATION FOR TEACHER-LIBRARIANSHIP IN CANADA

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ATLC Website: http://www.atlc.ca

Conference Reporter: Gerald R. Brown

It is wonderful to talk with the many school library representatives from across Canada in a recent national teleconference. The primary purpose of that teleconference was to receive input to the draft of the **"National Standards"** for school libraries that ATLC and CSLA have been working on together. The discussion was lively and interesting, and the 'Standards' committee has a great deal of feedback to attend to from this source as well as from the many readers / reviewers who took the time to send a detailed critique. Prepared for an AGM session in Halifax June 21 st at the **CSLA conference**, we will share another stage of this work in progress there. We will also plan the next steps in the final editing and publishing of this much-needed document.

I am just 'bursting' with pride when I read the proofs for the various issues of **IMPACT.** Our journal has reached yet another level of professionalism. Our Editor Barb Galeski is doing a fine job. In addition, Vicki Pennell is doing yeoman service in the preparation of **Resource Links** on a regular basis. It keeps us abreast of new publications of interest in the school community. She is also working on **two** new publication ideas – a literacy publication for both the elementary and secondary levels, and an Action Research document with Dr. Jean Brown or Memorial University.

It has been an honour to serve as ATLC president for the past three years. The time does surely fly by so quickly. I have enjoyed working with the many collaborators who have made the role so exciting. Gloria Hersak will ably take over the reins.

ATLC will be **partnering** with the Saskatchewan School Library Association for the next conference planned for spring 2003. The publicity can be found at our **website**, which is maintained by Lisa O'Hara.

The **Archives** of the organisation are maintained by **Research** Director Joan Suchotzky.

## CANADA. CANADIAN SCHOOL LIBRARY ASSOCIATION

President 2001-2003 Karin Paul
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CSLA Website: http://www.cla.cla.ca/divisions/csla

Conference Reporter: Gerald R. Brown

Considerable time this year was spent on **communications** amongst CSLA Executive members four times by **teleconference**, with Canadian Library Association our parent body, with Presidents of Provincial Associations twice by teleconference, with ATLC, with the American Association of School Librarians, and with the National Library of Canada.

In terms of outreach, CSLA began last year's activities by hosting a week long **Information Literacy Symposium** in Victoria B.C. in July 2002. It was lead by Kaye Treadgold, **CSLA National Teacher-Librarian of the Year,** and Joan Eaton, **BCTLA Teacher-Librarian of the Year.** It featured Dr. Ray Doiron, past President, and attracted teacher-librarians and principals from across the country and internationally.

Following up on the Reports given by the **Liaison of Provincial Library Associations Committee (LOPAC)**, an article entitled, "*Cold Facts, Hot Buttons: the Truth about School Librarians in Canada' W*hich appeared in ***School Libraries in Canada*** **(SLIC),** ***Canadian Children's Book News***, and ***CLA's Feliciter***. As a result of this publicity, several school library professionals were interviewed for an article entitled "*The Crisis in School Libraries"* that appeared in **Quill & Quire**, February 2002. (See IASL website.) This article was written by John Lorinc, a founding member, along with CSLA of the **Canadian Coalition for Canadian School Libraries.** In addition, Karin Paul was interviewed by Andrew Nikiforuk for an article in a Calgary educational magazine, as well as for an article slated to be published this fall in *Today's Parent.* Coverage was also obtained in March as part of a radio panel talk show hosted by Shelagh Rogers on CBC's ***This Morning Show.***

**The Teacher-Librarian of the Year** Award was presented to Joann Laforty, a past president of the Ontario School Library Association. This award is provided annually by CSLA and the National Book Service Company at an awards banquet at the conference.

**Projects:**

Some of our 'innovative' project highlights include:

(1) another **'READ" Poster,** entitled "The Bared Naked Truth about Reading" and featuring a Canadian musical group: The Bare Naked Ladies.



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(2) A new **School Library Information Portal** created in collaboration with the National Library, and designed to organise information about all **electronic documents** related to school library and information services. Check it out at <http://www.slip.cla.ca>

**(3)** CLSA / LOPAC have been working at collecting statistics about the **"Working and Learning Conditions"** in the country. Each province has circulated a similar survey to collect the data which will be compiled into a **National School Library Report Card.**

(4) The American Library Association and the Canadian Library Association will be holding a **joint conference** in Toronto, Ontario in June 2003. Planning is well underway to link CSLA and AASL activities at that time.

(5) CSLA and ATLC have been working together for some time on new **"National Standards"** document. It has gone through several stages of writing by experts from across the country. Recently it was vetted with the membership, and the comments were brought to the CSLA conference in Halifax, June 2002. **Dr. Marlene Asselin,** (President Elect 2003-2005) is editing the work at this time. Strategies for sharing the information and obtaining community support are under discussion.

CSLA was especially pleased to welcome **Betty Chu Wha Hing and Angel Leung Yuet Ha, from Hong Kong** to the Halifax Conference where they toured schools, participated in sessions, and shared their views with professional colleagues. They had also spent time visiting schools in Toronto during the previous week with Esther Rosenfeld, President of the Ontario School Library Association. This kind of international exchange is always beneficial to all parties.

Membership recruitment is the **major issue** facing the organisation at this time, especially within the new structure for CLA. However, close liaison with CSLA and ATLC under the motto "Stronger Together" is a goal to help members serve students more effectively. These students are our country's future.

## Canada 2002 Director's Report

## Sandra Hughes

### MAJOR ACCOMPLISHMENTS FOR IASL

- IASL updates shared with Canadian and Provincial School Library Associations
- Award Winner and conference information shared with school library journals with a request

for publication

- Facilitation of visit to Toronto Ontario school libraries for two Chinese teacher-librarians, recommended by James Henri of Hong Kong University
- Analysis of conference reports and documents gathered by Gerald Brown at CSLA/ATLC conference, June 2002, Halifax, Nova Scotia

***Meetings of note***

- Participation in ATLC cross Canada Teleconference in April 2002 regarding standards for school libraries
- Participation in The Summit on School Libraries: An Ontario Library Association Leadership Forum in May 2002
- Meeting with Gerald Brown re Canadian issues and directions; provision of proxy for him to represent IASL at the Canadian School Library Association Conference in June in Halifax, Nova Scotia
- Marlene Asselin has completed a searchable database of abstracts of research presented at IASL annual conferences and/or published in *School Libraries World Wide* from 1996-2000. James Henri, will ensure that this is mounted on the IASL web site and linked to the CSLA SLIP website, *School Library Information Portal*:http://cla.ca/slip/school.htm .

***Concerns***

There is a crisis in School Libraries in Canada due to the shrinking of the number of teacher-librarians and of the strength of the school library associations because of the erosion of school library programs and positions through budget cuts and retirements.

## RECOMMENDATIONS FOR THE IASL EXECUTIVE/BOARD

- Communication and public relations are a necessity for any organization. I need current IASL member information for Canada, with email addresses, postal addresses and telephone numbers. We need to keep a database of IASL members and of Provincial and National contacts and to update it regularly. The requirement for regional associations to provide complimentary copies of their newsletters and journals to the director does not seem to be understood in Canada. I would like to have an official letter to send/email to the provincial associations detailing what we can do for them and what we need from them. This would be most helpful in creating a stronger profile. So also will attending the CSLA/AASL conference June 2003 in Toronto.

- I believe that in the coming year I will need to make a concerted effort to establish IASL as a support for school library associations and teacher-librarians. This will require a promotional campaign in Canada that includes a brochure advertising IASL and what it can do for teacher-librarians, representation at the major conferences, formal connections with provincial associations, and involvement in any national teleconferences. This would position us to offer more support and encouragement. My recommendation is for a budget to be allocated to support this effort, for formal support to be provided in the

form of promotional literature, a letter outlining IASL benefits and requirements from our president to the provincial association executives, and a current membership list for Canada.

## REGIONAL DEVELOPMENT ROUNDUP

- The current split in National School Library Associations appears to be moving towards reintegration through the efforts of the Joint Co-ordinating Committee, now the Vision 20/20 Committee of ATLC and CSLA.
- The serious lack of Canadian research regarding School Libraries is being addressed by the CSLA Research Committee who appear to be co-ordinating efforts with IASL.
- The need to have stronger communications links between School Library groups is being addressed by the CSLA.
    - At the ATLC Annual Meeting Gerald Brown and Holly Gunn made a series of motions

  designed to assist ATLC in making positive movement happen in post-secondary institutions for teacher-librarianship, and in positioning information literacy within the assessment and standardized testing taking place in schools across the country at the direction of the Provincial Ministers of Education.
- The need to raise awareness of the plight of the nation's school libraries is being addressed nationally and provincially through a variety of strategies:

In an effort to raise awareness of plight of school libraries in Canada, an article *Cold Facts, Hot Buttons, the Truth about School Libraries in Canada* by Karin Paul and Ray Dorion was published in *Crisis in School Libraries* by John Lorinc, a founding member of the Canadian Coalition for Canadian School Libraries. Other articles are to be published in a Calgary educational magazine and in the fall edition of Today's Parent. Karin Paul was also part of radio panel in March 2002 talking bout the crisis in school libraries that was hosted by Shelagh Rogers on CBC's This Morning show. Provincial Associations are also seeing a crisis and have taken a number of different initiatives to bring the issues to the public's and
The Ontario Library Association (OLA includes OSLA) will support development of a Canadian research study to gain Canadian evidence that parallels the Keith Curry Lance findings in the United States, and will share the content of the Summit with government officials, Ministers, Directors of Education, principals and others who need to know the story.
An Action Committee is being formed as I write and its tasks will include developing a plan for taking the message to school boards, the public and the media in Ontario.
The OLA Board of Directors will work with other associations across the country to increase the impact and urgency of the message that school libraries are an essential need of students in this country and that their future success is being curtailed by the lack of proper library programs to improve their literacy and information skills.

## CHILE

Information gleaned from letters from Constanza Mekis, Director for South American Region.

A **recession** in our region has provoked a stand-by situation in most aspects of education. We could not afford to hold a conference this year.

The Ministry has been designing a new project to provide educational resources to **Primary School Libraries** (8,000 schools!) If it is approved and implemented it will be a tremendous boost to the schools.

Continuing **training sessions** for teacher-librarians to use the materials already supplied to Secondary schools have been going on. As a consultant, it is necessary for me to be out of Santiago for a good deal of the time. The country is very long, travel is not always efficient. There are many visits to be made.

Another important issue that the Ministry is involved in is a **literacy and numeracy program in Primary Schools.** We are still planning it, but we already have some important definitions as the national coverage it will have. It is based on a National Strategy carried out in the UK. School libraries do have an outstanding role in this project.

Consider learning Spanish and coming to work with us in these exciting projects in South America.

## DENMARK . DANISH SCHOOL LIBRARY ASSOCIATION

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Reporting: Gert Larsen

Key elements in the curriculum of the Danish elementary school are interdisciplinary work, intensified professionalism, differentiation in teaching, project work and the application of practical/artistic ways of expression. All for the purpose of enabling the school to play its part in developing human beings with a variety of 'action' competencies who are able to function in a

modern society and as life-long learners. All this cannot be contained in the concept one teacher, one class, one classroom, one teaching material.

According to the **Folkeskole Act** (the legislation of the compulsory school) one of the possibilities is going to be the school library. With the passing of the new act the school library was moved from the Public Libraries Act to the Folkeskole Act in order to underline the fact that the school library is part of the educational system. It is still a library, but the focus has been shifted from basic library functions to educational target areas. The act, therefore, also decrees that there should be a school library in each of Denmark's 1700 independent schools, and that these libraries are to operate as **learning resource centres**.

In order further to encourage innovation within the school library area the Ministry of Education in 1996 issued a **ministerial order and a set of guidelines**. It is important here to mention that The Danish parliament (Folketinget) decides on the legal foundation of the Danish Folkeskole, but it is up to the individual local authority to exercise the law in practical and financial terms.

Therefore, there are bound to be differences - some times great differences - from one local authority to another, and that applies to the school library area as well. The new government, elected November 2001, intends to make some changes in the Legislation of the Folkeskole. These changes could change the frames for the school library.

**The Educational Centre (Multimedia Centre)**
Over the past few years the Danish debate on school libraries and their future has centred around how to describe and implement an **Educational Centre** which is meant to support the day to day teaching and learning in the school. The swift development, particularly within information and communication technology and the production of teaching materials that are not only paper-based, but also available in electronic form or on the network, has also fueled this discussion. We can now begin to perceive the outline of an Educational Centre. The centre is built on four equal and integral foundations:

- Professional management and dissemination of all kinds of teaching materials
- Media workshop facilities and ICT
- Cultural communication and dissemination
- Participation in the development of the local school

**Teaching materials**
Basically, the school library's foremost activity is still to provide access for pupils as well as teachers to relevant information and teaching material. Whether this will be in the shape of a book, physical or electronic form, access for the user must be as precise and simple as possible. Information literacy is central in the school library. The individual school should also provide an effective and quick overview of the school's own teaching materials - and where to locate them.

**Media workshops**
The project model means that the individual school establishes various workshops. The school library is a case in point - becoming a workshop for i.e. media production. The pupils are encouraged to collect, process and Disseminate /information /knowledge via e.g. internal

databases, the Internet, multimedia, images, sound, layout and graphics. The coordination of these different elements can be monitored from the school library.

**Culture promotion**
The school library's collections and cooperation with other culture promoting institutions, i.e. the public libraries and county learning resource centres, make it an obvious pivotal point for coordinating and producing cultural promotion. The Folkeskole is obliged to teach their pupils about Danish culture and to open their eyes to other cultures. The school library - in this area too - helps to support and develop these subjects and supports the pupils' reading capabilities too.

**Local school development**
School development is very much a common issue for a school's committee, headmasters, teacher groups, parents and pupils, and due to its central position in the Folkeskole, the school library here too plays a central role. With their specialized knowledge of teaching aids etc. and their experience of promotion and counselling the school librarians are bound to be excellent partners when future aims and concrete act on plans have to be worked out for the individual school. All in all the Danish school libraries have obtained a central and influential position within the Danish school system.

**The school librarian training**

All Danish school librarians in the elementary school (grade 0-10) are teacher librarians. The great majority of school librarians have teaching obligations as well as their library duties. The present school librarian training, which takes place at Danish University of Education, consists of a module of 288 lessons. The training has through the years been adjusted to match the demands and norms, which apply in the Folkeskole. Today the University, the County Learning Resource Centres and others provide extended courses and in service training for school librarians as a supplement to the basic education.

From September 2002 there will be changes in the education, which will take place at the new Teachers In service Centres throughout the country. But still the basic skills for a teacher librarian will be:

· Great pedagogical insight and experience
· Great school library professional insight
· Considerable ability to cooperate and disseminate information

At the same time it is important that the school librarian is able to:
· work procedurally
· work in a development-oriented way
· conceive and realise good ideas
· handle complexity
· think and work inter-disciplinarily, based on solid professionalism
· take charge of development work with ad hoc-attached staff.

## ETHIOPIA. COMMITTEE FOR THE DEVELOPMENT OF SCHOOL – COMMUNITY LIBRARIES FOR CHILDREN

Reporting: Solomon Zewdie

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ACHIEVMENTS

- We have translated to the Amharic(Ethiopian official language) the **IASL Policy Statement on School Libraries** and the **IFLA/UNESCO School Library Manifesto**. Due to financial constraint we could not print and widely distribute these important documents but we have managed to send few hand–written copies to some schools and government offices here in Addis Ababa.

- Thanks to financial support we obtained from the IFLA/ UNESCO **"Books for All" Project** we have managed to upgrade services at our libraries.

- Thanks to sponsorship we got from IFLA and other institutions we have been represented at the **Panafrican/Arab Conference on School and Public Librarianship** held in Rabat, Morocco 19-22 September 2001.

**CRITICAL ISSUES**

- So far we could not find support which could enable us to print and widely distribute to schools and other relevant bodies the IASL Statement of School Libraries and the IFLA School Library Manifesto.

- We have no even one computer to help us in our services. We have written to many local and international bodies to support us in this deficiency of ours. So far no positive response, but we are still waiting for some sort of help.

**POSSIBLE ROLE FROM IASL TO HELP US RESOLVE ISSUES**

- We have no experience in fund-raising activities and locating sponsoring sources. We hope IASL could help.

## EUROPE

Report of Director for Europe 2002 Monica Nilsson

**Major Accomplishments for IASL**I am pleased to share with you the growing interest for School Librarianship in Europe. I believe this has a lot to do with the growing network of school librarians in Europe. The IASL conference in Malmo, Sweden has led to many articles have been written in a lot of different European countries. Professionals in Europe are now involved in the discussion concerning international school Librarian-ship. This discussion is an important tool for advocating development of school libraries throughout the European countries. The authorities are showing a growing awareness regarding school library as a learning resource, even though this is a new area to explore and develop for the authorities. Key persons are performing a great job in their efforts to implant good school library programs, for example in Portugal, Russia, Austria and Sweden.

The Federal Ministry of Education in **Austria** are doing an important job in promoting school library programs. They also introduced a very good homepage for the Austrian School librarians: www.schulbibliothek This is a great platform for Austrian School Librarians with information, ideas and links.

The Austrian Ministry are also working with a concept for the school library how to transform a traditional library into a working multimedia learning place: The Multimedia School Library as a Learning Centre. The German report can be downloaded here: http://www.bmbwk.gv.at/start.asp?bereich=3&OID=4834&l1=16&l2=59&l3=6028

Professor Werner Schoggl - the Project cooordinator - can summarise the situation for the school librarians in Europe:

"The position of the school librarian will have to undergo a more or less dramatic change - she / he will become some sort of pedagogical adviser for other teachers since it is the multimedia school library where modern forms of lessons are carried out." Professor Schoggl ends: much remains to be done - further teacher training, improvement of the equipment of the school library and better payment for the school librarians."

The **Portuguese librarians** have done a wonderful job during the last years to build their school library programs. A few persons puts in a lot of work for developing the school libraries in different region of Portugal. The National Portuguese School Libraries Network - RBE is growing fast.

In **Sweden**, our three associations covering south, middle, and east of Sweden for school librarians, has grown from just a few members to about 500. The magazine of the South Association has become most popular - especially the Principal Issue. This is a special issue addressed directly to the Principles.

In **Slovenia** - and in some other East European Schools, has every school its own school library and a librarian as well. In Slovenia the school librarian must have a university degree in librarianship. But even if the school libraries in East Europe seems to be well taken care of concerning the level and education of the professional staff, they share the same problem as we all do in Europe. We are all involved in the process of encouraging the integration of school library programmes into the instructional and curriculum development of the schools as well as to educate our students to become information literate.

**Meetings of Note**

At a Meeting in the Netherlands it was discussed how European representatives could go together to discuss school library issues. We are planning for a meeting in Italy in November. This is an effort to tie school librarians in Europe tighter together. IASL members in Europe hopefully will feel more closely to one another. The European countries are many, with different cultures and language. This meeting can perhaps be the beginning of a steering committee, a committee for improving the contacts within the European region. The meeting will also lead to that more people from Europe get more involved in the IASL. IASL is an important and vital tool and a resource for us school librarians in Europe.

**Current Concerns**

a.. To make more school librarians aware of the different responsibilities as a school librarian.

b.. Make authorities aware of the need for school library programs with professional school librarians.

c.. To promote the professional preparation and continuing education of school library personnel.

d.. Planning for a meeting in Italy in November in order to plan for goals and strategies for a European network for school librarians. Write an application for EU grant money. (See also Meetings of Note).

**Recommendations for the IASL Executive/Board**

a.. Work on an overall sponsorship in order to make it possible for key IASL officials to attend the annual IASL conferences. It is very difficult for school librarians working at small schools to be election candidates as few can afford travel on our own expense. It is unsure and uncertain to be dependent on grants for the period of office. The association may also be able to support some of the expenses? At least there ought no to be a conference fee for the officers and directors during the annual conference!

## FEDERATED STATES OF MICRONESIA

| | |
|---|---|
| Contact: | Jean Thoulag, Assistant Director, Learning Resource Center<br>College of Micronesia FSM<br>Box 159, Pohnpei, FM 96941<br>E-mail: thoulagj@comfsm.fm |

Information provided by Sara Krosch & Jean Thoulag.
Oral report by Elizabeth Greef, IASL Director, Oceania Region

The Federated States of Micronesia consists of 72 inhabited islands spread over a large area of the Pacific Ocean. A Library Tool Kit has been developed by the College of Micronesia in the Federated States of Micronesia in association with Peace Corps staff to distribute to schools and communities who are at the beginning stages of library development. This kit comprises:

1. A ***Tool Kit*** of manuals and articles (such as job descriptions, using volunteers, writing grants and also training materials for starting a library) useful for developing library workers and a video showcasing local initiatives in developing libraries, and

2. A mini-Resource Library of 8 books on topics ranging from library organisation to collection development and information technology and a video on information literacy skills.

These resources are contained in Rubbermaid "Action packers", waterproof lockable containers so that they can be loaned and travel safely between libraries by air, boat, canoe or truck. These will be made available to 130 schools and libraries across Micronesia.

| | **FIJI LIBRARY ASSOCIATION** |
|---|---|
| Current members | 93 members (includes 6 schools) |
| Major publications | Fiji Library Association Newsletter (Editor: Paula Jones) |
| President 2002-03 | Ganeshan Rao<br>E mail: rao_g@usp.ac.fj |
| Preferred mailing address | Box 2292<br>Government Buildings<br>Suva, Fiji |

*Information from Paula Jones, Editor, FLA Newsletter; Coordinator of Library training programme at University of the South Pacific, and Sunita Prasad.*

Edited and oral report by Elizabeth Greef, IASL Director, Oceania Region

The representation of schools in the Fiji Library Association is disappointing as there are over 600 schools in Fiji but only six are members of the FLA. Most schools have staff with no library training.

**A brief summary of the difficulties facing school libraries in Fiji:**

The Library Service of Fiji has three functional Units: Public & Community Library Services, School Library Service and Central Processing Unit. It lacks a Principal Librarian. The person acting has no professional qualifications in librarianship. As LSF has responsibility for the development of school libraries and some community/public libraries in Fiji, this is a very serious situation.

Since 2000 the Ministry of Education has coordinated National Library Week, which was formerly coordinated by Fiji Library Association. FLA has representation on the NLW Committee (The rep is Paula Jones). The results have been encouraging in that the Ministry has been able to reach more schools (using its infrastructure) than FLA with its limited resources could.

The Fiji Library Association made a submission to the Education Commission in 2000, which summarized the situation of libraries in Fiji. This was entitled "Learning Together: directions for Education in the Fiji Islands" and concluded that there are very few good school libraries in Fiji with useful collections.
There is a summary of the recommended standards for school libraries from an as yet unpublished document by FLA. There have been two studies done by Mel Rainey on school libraries in Fiji. A major study of Fiji school libraries in the 1990s identified a number of areas for improvement: improved equipping of school libraries, teacher librarian training, improved funding, greater advocacy measures. The situation in school libraries has not significantly changed since the summary of findings used in the FLA report to the Education Commission 2000.

In Fiji, The Library training programme is run from University of the South Pacific. The University of the South Pacific conducts library training using USPNet 2000, a satellite-based telecommunications system to connect its 12 member countries.

**Significant developments:**

A very recent and significant development is with the opening of an Internet Room at Suva City Council Library, a public library heavily used by students. On Friday 29 May the room was officially opened. The initiative is funded by the Ministry of Education and the Fiji Government's Information Technology Centre (ITC). Students (only) in greater Suva area will have limited access to the Internet (seven rather dull and heavily educational sites were cached onto a server). However more sites will be added. There is a strong fear in the Council and Ministry that students

will be exposed to inappropriate material (despite the strong filters on the Gov. Internet service) - hence the caching. Some of us have suggested some other more interesting sites and will lobby for students to be able to search online.

Nevertheless, with all its limitations this is a welcome initiative, which is a prototype for others in suitable venues such as community libraries.

| | GUAM. LIBRARY ASSOCIATION OF GUAM |
|---|---|
| | |
| President 2002-03 | Anna Sloan |
| Preferred mailing address | Also: Arlene COHEN<br>P.O. Box 22185<br>GMF Barrigada, Guam 96921 |

Information edited and oral report by Elizabeth Greef, IASL Director, Oceania Region

All public schools on Guam have a school library facility. Because of the shortage of certified school librarians, many of them do not have librarians at the present time. The Government of Guam has seen a serious downturn in tax revenues with the decreased federal/military presence on Guam, the decrease in Japanese tourist arrivals, and the general economic malaise following 911. In the short term, an even more serious economic crunch for libraries and education is expected.

The next school year is looking especially grim for personnel and book budgets. The bright spot on the horizon is the LSL Literacy School Library grant component of the new federal No Child Left Behind program. Approximately $38,000 in funding with an emphasis on training is expected for next school year.

## INDONESIA SCHOOL LIBRARY ASSOCIATION

Reporting: Dady P. Rtachmananta, Director, National Library
Dr. H. Rachmag Nagadjumena, Project Officer, World Bank Project

The National Library has been instrumental in establishing a World Bank Library Development Project 2001. It is operated under the Learning and Innovation Loan Scheme in three provinces namely Central Java, South Sujmatera and West Nusa Tenggara. The objectives of the project

are (1) to develop innovative approaches to increase the use of reading materials in school and community libraries, (2) to motivate and help children and the public to use, enjoy and value books for recreational and informational purposes, (3) to develop strategy for communnity and school library support in the rest of the country, involving local community support, NGO's and local government. The project is well underway. Staff have been assigned to the project, and training programs are being undertaken.

The Indonesian Library Associaiton and the National Library have taken leadership in calling a conference of teacher and school librarians during the same week as the IASL conference. They had approximately 250 people from the various provinces and major cities. An executive for the Indonesia School Library Association (Forum Perpustakaan Sekolah Indoesia) was formed. Mr. Bambang Divi Prasetyo was elected President. He is a secondary school librarian in Jakarta.

These developments are very encouraging.

Report provided orally by Gerald Brown

## IRELAND. SCHOOL LIBRARY ASSOCIATION OF THE REPUBLIC OF IRELAND (SLARI)

Reporting: Sue Miller
St. Andrew's College,
Booterstown Avenue
Blackrock, Co. Dublin, Republic of Ireland
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There is a small association of some 130 members which is constituted as a BRANCH of the School Library Association. This association has been in existence for approximately seven years, and has tripled its membership in that time. However, as there are in excess of 5,000 schools in the Republic there is a long way to go.

## JAMAICA LIBRARY & INFORMATION ASSOCIATION

Contact: Ms Hermine C. Salmon, President
Secretary: Ms. Janet James, Secretary, University of Technology, Kingston, Jamaica

Reported by Joan Hay, JLS School Library Consultant

Conference delegate: Mrs. Winsome Hudson, Jamaica Library Services

I have been under real pressure at the work place. The Jamaica Library Service has been restructuring, which is keeping us very busy.

This is the 50th Anniversary year of the Schools Library Service of Jamaica. Four years ago we celebrated 50th Anniversary of the Jamaica Library Service encapsulating both components that is public library service and schools library service. It does not appear that we shall ever have enough funds.

Very best wishes and give my regards to all at the conference who may remember me.

## JAPAN

Reporting: Kazuyuki Sunaga sunaga@kokugakin.ac.jp

**Achievements**

+December 2001, the new law was established suddenly. The law is named as the law for promoting children's reading activities. The new law states that local communities and schools have responsibility for encouraging children and students to read books. However, it says almost nothing about the role of school library in reading activities.

+April 2002, the national project of Integrated Study started in elemental schools and junior high schools across the country. Next school year this project will begin in high school, too. Teachers have 3 lessons of Integrated Study per week (100 hours every school year). These lessons include

the learning based on students' experience, learning based on ICT, researching project, and information literacy. It all depends on school and teacher. Students are so excited with new style learning. On the other hand their parents are almost embarrassed and some of teachers are unwilling to instruct. Some teachers innovate new teaching styles. They also plan to use resources in school library.

+Until April 2003, each teacher librarian is officially appointed to school with more than 11 classes by local school board. Some school library clerks (Gakko-Shisho) have been employed before. School library clerks are afraid that they might be dismissed from the job.

+May 2002, the International Children's Library, a branch of National Diet Library, is totally opened.

**Issues**

-Integrated Study: how to use library resources and ICT

-Staffing: teacher librarian and school library clerk

## LATVIA SCHOOL LIBRARY ASSOCIATION (LSBA)

Contact: Linda Langenfelde, President
Jelgava School Board Teachers' Advice Centre
MIC, 33 Svetes Street
Jelgava, LV 3001 Latvia
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**Progress report** by Linda Langenfelde, President.

The process of **automation** is taking place in Latvian school libraries, as they have become part of the Latvian Education Informatization System (LIIS) as part of a project planned by the Latvian national Single Library Information System. Several school libraries are working with the system ALISE, some have evolved their own programs, but the majority use the LIIS program. The library program is a sub-system of a larger school system that is used for student records, accounting, and office work. There are some significant advantages to be part of the larger school programs with technical support teams. These programs are for free from the MOE, and University of Latvia organizes free courses for the teacher-librarians on how to work with the system.

**Staffing** in Latvia schools varies considerably. There are schools where the library worker is teacher-trained, but there are others professional librarian qualifications. According to the MES No. 8 (MOE law), the 'school librarian is a pedagogical worker, and basing on the mentioned instruction, the school librarian who has not got the **qualifications** of librarian has to acquire 72 hours long courses in the library branch until the year 2004. Starting in 2002, all school librarians will have to have higher education of a professional librarian or higher pedagogical education. Unfortunately there are no officers at the MOE who have training or experience in school librarianship.

During the five years of its existence LSBA, has taken part in the production of methodical materials, and in regulative documentation of laws related to librarian work. Already this year, LSBA and Government Officials from the Department of General Education are in the process of developing **"Model School Library Regulations".**

A representative of LSBA took part in the working group that developed the **Code Of Librarians' Professional Ethics**.

The University of Latvia **Continuing Education Centre for Librarians (CEC)** has been offering several courses for the up-grading of teacher-librarians. The courses have been lead by members of LSBA: Dzenija Dzirkale-Malavkina, Silvija Silina, Silvija Tretjakova, and Iveta Gudakovska. A report of one such activity follows.

The participation in Latvian University's **CEC project "Latvia School Library & Information Services Development"** was significant and successful. Gerald Brown, the consultant from Canada assisted in this project. As part of the project, visits to Latvian school libraries were organised, seminars for leaders of administration of education and school librarians were held, and meetings related to the Information Network were facilitated. Mr. Brown lead the LSBA Executive in a seminar to "Develop the Strategic Planning Process" for the organization. He commented that "The members of the seminar were talented, energetic, and can be counted upon to influence and instil a new philosophy of school libraries." The **Report** document from all these sessions has been translated by the Ministry of Education for distribution widely in the country.

The annual LSBA **conference** takes place in December. Last' year's theme was "Resources for information in school libraries". There were several sessions on using the Internet and electronic training tools in school library work.

LSBS has been taking part in the celebration of the **International Day of School Library** for two years. It is celebrated on the fourth Monday in October. LSBA urged all schools to make a special effort to publicize their new role to their staff.

Linda Langenfelde represented Latvia & LSBA at the III Nordic **Baltic meeting of librarians** entitled "Libraries in Knowledge-Based Society in Tallin, Estonia in October 2001.

Last year LSBA published their first **calendar** for school librarians. There was information about celebration days in school libraries, list of useful Internet addresses and also captivating information for each teacher-librarian. There is an intention to publish this calendar every year.

A website will be launched later in 2002. Progress is being made through the collaborative efforts of many people.

**LATVIAN Study Tour in The NETHERLANDS**
Reported by Iveta Gudakovska

The Continuing Education Centre for Librarians of the University of Latvia and School Board of Riga district convey their deepest gratitude to the specialists of libraries of the Netherlands for the opportunity for Latvian school librarians to get acquainted with The Netherlands library system and to visit Rotterdam Central Library, Haarlem Municipal Library, Dutch Library Service Institute on 7-8 May.

Special thanks to the directors and the hosts: Mr Bram Rietveld, Ms Judith Pietersma, Mr Hans van Oosten for the great hospitality and fine organization of the tour.

The programme of the visit was designed by Ms Lourense Haas Das, Head of Meles School Media Service.

The Latvian school libraries team acquired valuable information about the library system in the Netherlands and in particular about the work of public libraries, types of services for children and school libraries, and technology in the library collection. Personal contacts developed on this tour will be invaluable for implementation of joint projects in future.

## LITHUANIA

Contact: Dr. Vita Mozuraite, Assistant Professor
Faculty of Communications, Vilnius University
Bibliokininkystes kateda, Univeristy g. 3
2734 Vilnius, Lithuania

Library development is moving very slowly in Lithuania due to the economy. However, there are some small glimmers in some of the schools.

October 24-27, Vilnius was represented in Tallinn at the III Nordic Baltic meeting of librarians entitled "Libraries in Knowledge-Based Society. A report was present on the current state of school library development in Lithuania. Estonian presentations were also received.

Vilnius Pedagogical University and Conrad Adenauer Foundation held an education conference from 14-16 November on the relationships between the education reforms strategy funded under the World Bank and the new information society. There was a session on the modern school library included in the programs. The section was quite weak, with just three presentations. Useful discussion about teaching information skills with teachers and students was lead by two teacher-librarians who have had some success. They talked about the work they do with their principals too.

There is a conflict arising in that many teacher-librarians do not wish to move to the modern role of the school library which they perceive to be much more work. Instead their main concern is how much longer will the school librarian's salaries be forgotten. Currently there is no active School Library Association and representation in the trade unions is very fragile.

December 7-8, a presentation was made to a small conference arranged by the Estonia School Library Association. Their arranged a meeting of school library educators from the Baltic region.

A book entitled "The ABC of Professional Ethics for Librarians" has now been released, and will be a teaching tool for students.

It would appear that the World Bank funding might be delayed. There is much unrest as the criteria for funding support in the schools and districts is very high. Changes in the Ministry of Education and Science are anticipated. Funding for school computerization has also been delayed. Progress is slow, but little steps do lead the way.

## MALAYSIA

# SCHOOL LIBRARIES IN MALAYSIA

**This paper was prepared by Fatimah, Jusoh, Educational Resource Services Section, Educational Technology Division, Ministry of Education, Malaysia.**

### 1.0 Background

1.1 Malaysia is part of Southeast Asia and a member of ASEAN. West Malaysia which is known as Peninsular Malaysia is situated to the south of Thailand, north of Singapore and east of Sumatra. East Malaysia on the island of Borneo comprises the states of Sabah and Sarawak. Malaysia has a population of about 245.4 million people. The multi-racial population is made up of Malays (53 %), Chinese (25 %), Indians (10%), other Indigenous groups (7%) and others (5%). 33% of the population is under 14 years old and 19% of our youth is between 15 to 24 years old.

The people of Malaysia also enjoy good educational facilities and quality education. There are now 10 Universities in the country which there are also many private colleges offering quality education. As at year 2002, there are now 7,406 primary schools and 1794 secondary schools with a total of 9052 schools throughout the country. According to the research done by Frank Small and Associates for the National Library of Malaysia in 1996 in it "Profil Membaca Rkyat Malaysia." The literacy rate of Malaysians aged 10 years and above in 93 %.

## 2.0 Brief History of the Development of School Resource Centres in Malaysia

**2.1** The School Resource Centre, which forms an integral part in any school today, has come a long way. It began as early as the first school, which was built by the British in the early 19 th century. It was then called *"khutub khanah"* where books were stored in a corner of the school. When the small corner or room expanded into a bigger room and housed a bigger collection, the name of *"khutub khanah"* seemed outdated, so it was named *'perpustakaan"* (library). The library merely consisted of a collection of books to meet the students' reading needs as well as educational and language development.

2.2 To raise the standard of library services in schools throughout the country, efforts were taken not only by the Federal Government but also by professional bodies. In 1962 the Library Association of Malaya (Persatuan Perpustakaan Tanah Melayu) drew up a minimum standard for secondary schools which proposed the following:

- The collection of books and materials is to be placed in a designed room called Library.
- Library teachers will be required to attend library management courses for a year at recognised training institutions locally.
- Three types of newspapers are to be made available in the school library daily.
- The total number of books made available in a school library should be based on a ration of ten books to every student.

2.3 Efforts by the Ministry of Education in obtaining the services of American Librarians were indicative of official concern over the development of school libraries. Many of the recommendations especially those by Margaret Walker in "The School Library Manual" published in 1964 have been progressively implemented.

2.4 In 1967, administrative circular (3/67) was introduced in an attempt to minimise the teaching load of the teacher-librarian. Pre-service and in-service courses were introduced.

2.5 The establishment of School Library Unit within the Schools Division of the Ministry of Education Malaysia in 1973 brought about the overall development of libraries. Realising that the school library plays a vital role in upgrading the standards of education, the following steps were taken:

- In 1974, school libraries were awarded a per capita grant to build up the collections Library Science is integrated as a subject in the syllabus of the teachers training colleges

- In 1997, a one year course for teacher-librarians was introduced as the Specialist Teachers' Training Institute
- Circulars were sent out to schools to ensure there is a space or room given to set up a library
- In-service courses of 35 hours and 45 hours were introduced to selected teachers to manage the school library
- The National School Library Organiser and seven (7) State School Library Organisers were appointed.

2.6 The development was further enhanced with the publication of the Blueprint for *"School Library Development in Malaysia,"* by the Librarians Association of Malaysia (former Library Association of Malaya) in 1979. The Blueprint provided the basis for stock provision, staffing, organization and use.

2.7 In the 80's, changes and trends in educational technology have resulted in an increase in the number of audio-visual materials. Provisions were made and the Audio Visual Aids (AVA) –room was set up as an extension of the school library. To face this new role and functions, on the 1 st May 1983 schools were directed that the school library and the audio visual room be centralised under one administration and be known as the School Resource Centre (SRC). This resulted in the setting up of the School Resource Centre Department in the Education Technology Division. Thus, the development of all SRCs, came under the responsibility of the Education Technology Division (ETD), Ministry of Education in 1988.

## 3.0 THE SCENARIO OF THE SCHOOL RESORUCE CENTRES IN MALAYSIA

In Malaysia, School Resource Centres are part of the whole continuum of educational provisions. Hence , almost all schools in Malaysia have their own libraries. However, their very existence depends upon many factors such as availability of space, financial support (grant) which in turn depends upon the school enrolment, and staff.

3.1 In terms of space, most of the School Resource Centres are within the classrooms, that is, they are converted from the normal classrooms. The availability of space, varies between schools. The majority have the space of three (3) classrooms and from 1989, all newly built schools are given the whole floor of the building (i.e. four classrooms space for the SRC). We cannot deny the fact that there are still schools which face the problem of space especially the rural and under enrolled schools in Sabah. To date, we have only 135 or 1.5 % of the schools having properly designed School Resource Centres.

3.2 For financial support, two (2) grants are allocated yearly to all schools. They are the Library Grant and the Educational Resource Centre Grant. Combining the two (2) grants, each school has a minimum of RM 2,000 (for schools with less than 100 students) and to a maximum of RM 6,900 for schools with 1,000 students. In today's development, especially for the rising costs of books and other resources, the grants are not enough, especially for the under enrolled schools. Therefore, the grant is under revision and has yet to be approved.

3.3 In terms of book collections, most of the schools especially the secondary schools,

have achieved the national standard of 1:25 (student : books). Sadly there are still many schools in the primary level that have not achieved the national standards of 1:15.

3.4 The management of School Resource Centres (SRC)is run by co-ordinators who are also full pledged subject teachers. 36 % of the SRC co-ordinators in Malaysia have undergone short courses of 3 months or 35 and 45 hours in library management. Only 0.6 % of them had a 1 year course in library science. However, we still have 63.4 % of teacher-librarians with no proper training but are managing the SRCs they know best from experience and the little knowledge acquired during their training at the teachers training colleges. Some SRC are supported by one clerical staff and some are by library assistants sponsored by the Parents Teachers Association. To rectify this problem, in the "Hala Tuju Pusat Sumber Sekolah" (2001), a proposal was made for full-time SRC co-ordinators and full time trained library assistants.

3.5 Training of teacher-librarians is carried out by the Teachers Training Division, the Educational Technology Division and its network of 14 State Educational Resource Centres and the 367 Teachers Activity Centres.

3.5.1 All the 27 Teacher Training Colleges that offer pre-service programs have included the resource management component in their programmes. The Diploma Programme (3 Years), for example, have made it compulsory for students to take up subjects like Resource Management which include ICT Educational Technology and Library Science which is 105 contact hours. The Certificate Programme (one year) offers the subject Information Technology Skills with only 45 contact hours. With these basic information and knowledge, the teachers are not only able to manage the School Resource Centres, but more importantly, they can translate the resource-based learning concept into the classroom.

3.5.2 The Institut Perguruan Darul Aman (Darul Aman Teachers Institute) offer a one year in-service training program in the field of Library and Information Management.

3.5.3 Short courses with aspects of library management, reading, information skills and use of programming and CD ROM in teaching and learning process are conducted by the Educational Technology Division at the federal level and its network of State Educational Resource Centres at the state level and the Teachers' Activity Centres at the district and local levels. Normally, courses at the federal level concentrate on the training of the trainers, whereas the states will train the teachers in schools.

3.5.4 Specific short courses on classification and cataloguing, indexing and abstracting and other related subjects are also carried out by the National Library of Malaysia, State Public Libraries and Library Association of Malaysia.

3.5.5 Other education programmes open for teachers librarians are under the undergraduate and the post graduate programmes offered by the four local universities. The relevant programmes for the teacher-librarians are: -

- Bachelor of Science in Information Studies (Hons), specialising in Information Resource Centre Management offered by the MARA University of Technology (UiTM)

- Master in Library and Information Science (MLIS) in the International Islamic University of Malaysia (IIUM)
- Master of Information Technology (Information Science Management) In University Kebangsaan Malaysia (UKM)
- Master of Library and Information Science IN University Malaya (UM)

3.6 The states of Malacca, Kelantan, Pahang and Negeri Sembilan have set up the State School Resource Centre Association which has contributed tremendously in raising the standard of School Resource Centres in their respective states. To date, all the 14 states in the country have set up the State School Resource Centres Association after the directive from the Director General of Education. The aim of the Associations is not only to raise the standard of all SRCs in the country, but also to further enhance the reading enrichment programmes to foster the love of knowledge and life long education.

3.7 Mention should be made here that 22 % of all the Malaysian School Resource Centres have been automated using one of six (6) major systems which have been either built by the school or bought from the open market. Most of these systems can:

- Manage the database of materials in the School Resource Centre for circulation, searches and Online Public Access Catalogue (OPAC).
- Print bar codes for materials
- Incorporate the list of materials borrowed with the data required for the NILAM Reading Program to reduce the teachers' burden of having to keep a record manually.

3.8 The Malaysian Smart School Project, which started in July 1999 involving 97 schools has produced 9 modules. One of the modules is the Educational Resource Management Module. The following functions are available in the module:

- Inputting and retrieval of teaching-learning materials
- Viewing the resources associated with a subject or a learning area
- Integrating of third party courseware that conforms to the integration requirements of SSMS
- Inputting and retrieval of personal data of available resource persons
- Maintaining an inventory of the school's educational resources
- Automating the library system

3.8.1 The Project is due to end in December 2002. Malaysia plans to roll out (in phases) the Malaysian Smart School concept to all schools in the country in the year 2003. Thus, the future of SRCs in Malaysia is bright, especially in meeting new challenges of the development of information and communication technology and globalisation.

## 4.0 THE ROLE OF THE EDUCATIONAL TECHNOLOGY DIVISION IN THE DEVELOPMENT OF SCHOOL RESOURCE CENTRES IN MALAYSIA

The development of SRCs in Malaysia is under the supervision of the Education Technology Division. To ensure that the School Resource Centres in Malaysia play their role in disseminating information, inculcating the reading habit and effectively supporting teaching-learning activities, programmes have been formulated and implemented through Malaysia.

### 4.1 The Malaysian School Resource Centres Excellence Award

4.1.1 One of the activities that has been initiated by the Educational Technology Division since 2000 is the annual SRCs Excellence Award. The objectives of the Award are

- to encourage students and teachers to become effective and creative library users in acquiring resources and information for reading,
- to encourage the schools to upgrade the teaching and learning process based on SRC,
- to raise the schools' efforts and creativity to build and increase the collection of the SRC and to create more quality and functional SRCs in line with the Smart School concept and the current development of information and communication technology.

The award is presented to four categories of schools namely, secondary and primary schools in urban areas and secondary and primary schools in rural areas.

4.1.2 After two years of organising the Award, there is a tremendous change in the SRCs. Not only was there improvement in physical appearance and organisation of the SRCs, but utilisation has increased greatly too.

### 4.2 Conferences

Every two (2) years a national level SRC Conference is held. Action will be taken to fulfill the requirements of the resolutions passed.

### 4.3 School Resource Centre Assistance Services Projects

4.3.1. The objectives of the Projects are to meet the administrators and the teachers in the school so as to ensure that resource-based learning and the SRC are used in the teaching and learning process; to see that the National Reading Program, NILAM, is implemented and to have an overview of the development of SRCs in Malaysia

4.3.2. The venue chosen for the project should be a rural school where the SRC is not well organised but there is room for development. Teacher librarians are not trained and there should be a few schools in the vicinity so that the school can be an example for other schools to follow.

4.3.3. During the implementation of the Project, one group of officers will be attached to the project school to do all the necessary work in the SRC until it becomes a clean, organised and well planned SRC. Another group of officers will conduct a day course which includes management, reading and information skills.

**4.4 Measures taken to inculcate the reading habit in schools**

4.4.1 The NILAM Programme is an integration of all reading activities in schools with the aim of encouraging continuous reading and to inculcate the reading habit. It is a Programme that gives recognition to those who read. It is mandatory for all primary and secondary schools to conduct this programme.

4.4.2 To support reading programmes conducted in schools, from the year 2002 a yearly allocation of RM 5 million is set aside to supply reading materials to 1,000 selected schools, especially newly built ones and schools in the rural areas.

4.4.3 Reading and Information Literacy Courses were held at the federal level to expose state resource centres staff and key-personnel to effective reading and information skills that they need to acquire so that they, in turn, can run similar courses in schools.

**4.5 Publications**

4.5.1 A yearly "List of Reading Materials for School Resource Centres" has been published since 1978. The list is based on new published titles sent to the Educational Technology Division for evaluation. It acts as a guide to help develop quality collections at SRC, especially of materials for reference and extensive reading.

4.5.2 To support the reading programme, especially for the primary level, the Educational Technology Division is also involved in the production of reading materials. Under the 'MAHSURI PROJECT", quality story books and graded readers are produced with the help of selected teachers all over the country. Last year, 37 titles were published and sent to schools. This year a set of 4 titles graded readers have been published to be sent to the schools by the end of the year.

4.5.3 To ascertain that all SRCs in Malaysia will become the centre of action, the centre of learning and the centre of consultancy, teachers should be given the required knowledge and skills. Other than attending courses, modules will be produced and sent to the schools. Two modules are in the process of publication. They are: "Resource Centre Management Module for Teachers", which will guide teachers on how to manage the SRCs efficiently and effectively. The other module is: "Information Skills Module for Students". The module will guide the teachers on how to teach information skills for students from year 1 to year 6 in the primary school.

4.5.4 The most important publications this year will be the "Standard and Guidelines for the School Resource Centres in Malaysia". The object of the Standards is to give clear guidelines to

schools in providing and developing functional services fulfilling th educational needs in line with the development of Information and Communication Technology in today's world of globalisation. It is hoped that the SRCs not only will become an important and integrated component in the teaching and learning process but it will become the catalyst for smart school education and life long education in line with the National Education Philosophy.

### 4.6 Monitoring of School Resource Centres

This is jointly managed by the 14 State Educational Resource Centres and the 367 Teachers Activity Centres throughout the country. SRCs are monitored, and help and guidance are given. At the end of the year, data pertaining to the SRC's development such as stock, facilities, staffing, as well as reading programmes are collected and analysed for future planning.

### 4.7 Research and Development

To ensure that the programmes are effective, researches are carried out. This year, a research on "The Effectiveness of Using Resources in Promoting Teaching and Learning School" (Keberkesanan Penggunaan Bahan Sumber Dalam Meningkatkan Pengajaran dan Pembelajaran Di Sekolah) had been undertaken. The main objective is to get the information on the utilisation and the effectiveness of the resources in the teaching and learning process in schools which have won the SRC Excellence Award in the last three years compared with other schools.

## 5. CONCLUSION

As can be seen, Malaysia has systematic plans for the development of the SRCs which keep up with the changes and demands of the world. Steps taken include those from infrastructure, equipment, furniture and staff to skills necessary for building a knowledge-based society. To take advantage of the advance of Information and Communication Technology (ICT) and to maximise its application in libraries, plans are underway for the networking of the States Educational Resource Centres with the hope that the SRCs will consequently be upgraded to electronic resource centres. With this and online management systems in accordance with the progress in ICT, it is hoped that our students will be well prepared to meet the challenges of the information age and evolve into a knowledge based society in line with our Prime Minister's Vision 2020.

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3. Laporan Pelaksanaan Pusat Sumber Sekolah (PSS) Tahun 2001 (2001). (unpublished), Kuala Lumpur: Bahagian Teknologi Pendidikan, Kementerian Pendidikan Malaysia.

4. Ministry of Education Malaysia. Educational Statistics 2001 (2001). Kuala Lumpur: Ministry of Education Malaysia.

5. Szarina Abdullah (1991). Building a knowledge society: Challenges for Universities in Malaysia. MARA Institute of Technology: Shah Alam.

| | **MARSHALL ISLANDS** |
|---|---|
| | **Marshall Islands Library Association** (MILA)<br>- does not differentiate between kinds of libraries |
| Date of founding | 1991 in response to the White House Library Conference |
| Current members | approximately 30 members |
| Major publications | None; associated with and contribute to PIALA |
| President 2002-03 | Maggie Peter |
| Preferred mailing address | CONTACT:<br>Maxine Becker (Advisor)<br>Director of Library Services,<br>College of the Marshall Islands<br>P.O. Box 1258, Majuro, Marshall Islands 96960 |

Information edited by E. Greef, IASL Director, Oceania Region

The University of the South Pacific conducts library training using USPNet 2000, a satellite-based telecommunications system to connect its 12 member countries. Library staff in the Marshall Islands are being successfully trained for Library Certificates in this way with funded internships in Fiji, Hawaii or Pohnpei.

The Marshall Island Library Association (MILA) does not publish a journal or newsletter. The Pacific Island Archives and Library Association (PIALA) publishes a newsletter and we submit articles whenever possible.



BEST COPY AVAILABLE

Our library activities, training, and promotions doe not distinguish library types. MILA is very active NGO. It sponsors Saturday story hours in several locations island wide and hosts' activities for Children's Book Week, National Library Week, and National Education Week. In the past we have had book-making sessions, MILA members and high school students have gone into schools for story telling, and poster and essay contests have been held.

To celebrate National Library Week, May 6-10, 2002, MILA members recorded stories and legends that were played throughout the week on the local radio station. Each story was introduced as part of MILA's celebration of Library Week. This was very popular and MILA members and the radio station received calls asking for more stories.

MILA and the University of the South Pacific (USP) wrote a grant to pay for Library certificate classes. The tuition for five library classes and one preparatory class is paid for anyone interested in enrolling. Upon completion of the six classes a one month internship at an off island library is also funded. MILA members have interned in libraries in Fiji and Pohnpei. Several have expressed interest in interning in Hawaii. This has been a very successful training; building in tutors and the internship into the grant has provided island librarians with a good basic background.

MILA wrote a Canada Fund grant two years ago that requested money for books but also provide training in book selection and processing. Many of our members had never selected titles before and they learned how to evaluate their collections, incorporate materials requests into the selection process and put together orders. This was so successful that we are considering a similar grant to support the three public high schools.

## NAMIBIA. SCHOOL LIBRARY AND INFORMATION SERVICES

Report presented by Alet Marais to the Assembly of Associations during the 2002 IASL Conference in Petaling Jaya, Malaysia

### 1. INTRODUCTION

School libraries in Namibia are in varying stages of development, a situation inherited from the pre-independence political era. At the time of independence in 1990, some schools had well-established libraries managed by qualified school librarians, while the majority of schools only had limited or no collections at all.

## 2. THE NAMIBIA LIBRARY AND INFORMATION SERVICE

2.1 The Namibia Library and Information Service is a legally established Directorate within the Department: Culture, Arts and Lifelong Learning, Ministry of Basic Education, Sport and Culture (MBESC). The Directorate comprises the following components: National Library, Education (School) Library Service, Community Library Service, Ministerial Libraries and National Archives.

2.2 The Head Office component formulates policy, guides regional offices in the implementation of policy and is responsible for in-service training and monitoring, while the seven regional education offices are responsible for managing school and community libraries within their respective regions.

Materials for school and community libraries are still purchased and processed centrally before being distributed to regions. Selection is, however, a joint effort by a National Selection Committee representative of Head Office and regional staff and is based on actual user needs.

2.3 Efforts towards the decentralisation of processes and capacity building at regional level are being hampered by a critical shortage of sufficient and suitably qualified staff, while uncompetitive salaries in the Public Service are also not contributing to recruitment efforts.

## 3. EFFORTS TO REDRESS IMBALANCES

3.1 During the first couple of years all efforts were geared towards upgrading the collections of previously disadvantaged schools and establishing libraries where none existed, resulting in former privileged schools eventually being left with outdated and irrelevant collections. According to the latest Education Statistics (2001) published by the Ministry's Education Management Information System, 412 of the 1 545 schools in Namibia currently have library facilities as opposed to 316 in 1997. The remaining schools either use classrooms, storerooms, offices or book cupboards to house their collections.

3.2 Research in the early nineties indicated that the library book per learner ratio in Namibian schools averaged less than one library book per learner. The Subdivision Education Library Service then set itself the goal of upgrading the collections of all schools to at least 3 relevant library books per learner. This is still way below the internationally accepted standard, but a huge leap forward.

Specific schools with an average of less than 1 library book per learner in 1998, when the project started, now have an average of 1.5. The Ministry's budget was supplemented by a substantial grant by the Swedish International Development Agency over the last three financial years, as well as by large book donations by Book Aid International and the World Bank Book Project.

As it seems to be beyond the country's financial capability to achieve this aim of three library books per learner within the foreseeable future, a proposal was recently made at a strategic planning workshop of the Ministry that so-called circuit-depots to serve the ± 40 schools in each circuit, be established. The Directorate succeeded to change the motion to read that this should first be investigated, and that individual schools should still be supplied with basic collections.

It might be well worth it to report on this matter at a future IASL conference.

3.2 Efforts are also geared towards improved interlibrary co-operation at national level and to increase Internet connectivity to all, especially secondary, schools. Quite a number of schools are already linked, either through their own efforts or with the assistance of an NGO called "Schoolnet".

4. CHALLENGES

4.1 In line with the new teacher quota policy, positions for additional school/teacher librarians were abolished. Principals therefore have to allocate responsibility for the library to one of the teachers, resulting in the situation that an unqualified teacher is quite often put in charge of the library, if the responsibility is assigned at all, or that responsibility for the school library often changes hands.

In-service training courses in the management of school libraries, as well as on the cross-curricular role of the school library and the teaching of Basic Information Science (BIS) are being offered on a continuous basis.

Library teachers also have a heavy teaching load, leaving very little time for library management and especially promotion of the services. Opening hours are often limited, forcing learners to use the public/community library, if indeed they have access to one.

4.2 Training in School Librarianship inside the country is limited to specialisation in this field during the graduate programme at the University of Namibia and to BIS as a core subject in the Basic Education Teacher's Diploma (BETD) offered through colleges of education.

Neither School Librarianship nor BIS is included in the pre-service programmes for teachers at the University or Polytechnic of Namibia.

4.3 Revolutionary BIS curricula that can be taught even if a school does not have a library were developed for the upper primary and junior secondary levels and used to be compulsory for grades 4 - 10. The subject was since abolished on junior secondary level, depriving yet another generation of Namibians coming from primary schools without well-functioning libraries of the opportunity to obtain information-searching skills.

5. STRATEGIES TO ADDRESS ABOVE CHALLENGES

5.1 MBESC developed a five-year Strategic Plan (2001 - 2006) during 2001. Eight priority areas were identified for the Ministry as a whole, and subcommittees set up to develop targets and accompanying strategies. The Directorate ensured representation in each of these subcommittees. The following main strategies for school library development were eventually included in the final plan:

To have BIS re-instated as a compulsory subject on junior secondary level;
To negotiate lower teaching loads for library teachers;

To have as many as possible schools, but at least all senior secondary schools, connected to the Internet;

To upgrade the library book per learner ratio to at least three;

To revise curricula in order to include information on career opportunities and basic training in the use of ICT;

To ensure that all library collections are properly utilised at the end of the Plan period;

To liaise with the Physical Facilities Department to provide as many as possible existing and all new schools with custom-built libraries;

To ensure that school librarians/library teachers be identified and allocated to the library and teaching of BIS in every school.

6. SCHOOL LIBRARY ASSOCIATION

6.1 There is no separate association for school librarians in Namibia. Problems are also experienced to recruit teacher librarians as members of the Namibian Information Workers Association (NIWA), mainly due to their reluctance to pay membership fees to more than one professional association (they are already members of the teachers' union). Negotiations are currently underway to negotiate for lower NIWA membership fees for teachers, and to establish an interest group for school librarians/library teachers within NIWA once numbers will allow it. Due to the small number of library staff in Namibia it seems not to be feasible to establish parallel associations.

7. CONCLUSION

7.1 It is obvious from the above that we in Namibia still have a long road ahead of us as far as the development and optimal utilisation of school library services and resources are concerned. An understanding of the important and central role of properly stocked, staffed and organised school libraries in the education process, is also not yet fully realised.

We are, however, confident that we will eventually get there.

## NEW ZEALAND. (SLANZA) SCHOOL LIBRARY ASSOCIATION OF NEW ZEALAND AOTEARO

President: Jill Stotter
Rosehill College
124 Arney road
Remuera, New Zealand
Website: http://sites.tki.org.nz/slanza

Information provided by Penny Moore.

The IASL conference in New Zealand (July 2001) boosted the profile and spirit of school librarianship in NZ and the Pacific region as well as internationally. Attendees came from NZ itself, Australia, Papua New Guinea and Tonga.

The location of the 2001 IASL conference in Auckland enabled many from the region to attend, particularly from New Zealand itself, Australia, Papua New Guinea and Tonga.

The conference has acted as an exciting catalyst for New Zealand teacher librarians, both by bringing them together and providing excellent professional development. In addition the National Library of New Zealand was very supportive of the conference and this was demonstrated by the attendance of all their school library advisers as well as their willingness to be a major sponsor. The membership of SLANZA, the school library association of NZ that was launched on 13 May 2000, has continued to increase steadily and professional development and educational opportunities are expanding.

New Zealand's Ministry of Education has also established "two pilot projects to test the feasibility and efficacy of providing online professional development in information literacy to teachers. A large number of schools ... have identified information literacy as the concept that will see the focus move from putting the hardware in place to promoting learning."

Verbal Report by Geraldine Howell, National Library of New Zealand

SLANZA, School Library Association of New Zealand/Aoteoroa, was established in May 2000 at a conference held at the National Library. Dr. Garry Hatzell launched the association and provided an inspirational start for the members.

One year on, in 2001, SLANZA hosted the IASL conference in Auckland, a big underttaking for a new association but a very successful one.

The focus has been on establishing and consolidating this early work, but the Association has also provided a voice for advocacy and lobbying. For example, submissions around New Zealand curriculum statements and developments in ICT use in schools. A mini-conference focusing on literacy and literature promotion was held recently. SLANZA now has over 400 members and continues to grow.

The new President is Judy Hancock, Rangi Ruru School, Christchurch.

The Association is proving a valuable resource for professional support to the development of information literacy in New Zealand Schools.

Other developments in supporting school libraries include the work undertaken by School Library Services, National Library. In partnership with the Ministry of Education, the Library has developed guidelines for school library development. This is the culmination of several years of

work and is expected to be published in September-October 2002. This is a significant step forward for school libraries in New Zealand.

The National Library has also commenced work on developing a digital library resource for schools, to support the New Zealand focused aspects of the curriculum. A pilot database of resources, "Discover Te Kohinga Taonga" has just been developed, with special programs to support these schools with professional development, library systems and information literacy and literacy.

The opportunity to access information on developments around the world – to share challenges and success and to learn from each other – these are the benefits we seek from IASL.

## NIGERIAN SCHOOL LIBRARY ASSOCIATION

Report by Susie Gamba

1. Annual conferences are held between October and November.

2. This year's conference will mark the Silver Jubilee celebration of NSLA and it has been scheduled to be held in Abuja, October 2002

3. NSLA resumed the production of the School Library Journal last year.

4. NSLA members have been fully involved in the Universal Basic Education Program World Bank Assisted Primary Education Project.

5. NSLA members have been involved as master trainers and evaluators of the supplementary materials to be acquired under the Nigerian Second Primary Education Project: Supplementary Materials Component.

6. Nigerian members need financial assistance from IASL to attend the conferences, and by sending special invitational letters to the Embassies in order to facilitate issuance of the visas.

## NORDIC ASSOCIATION OF SCHOOL LIBRARIANS

Chairperson: Gert Larsen
Paedagogisk Center Albertslund
Liljens Kvt. 2
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Phone: +20-12-90-48
Website: www.n-s-f.dk

NSF (The Nordic Association of School Librarians) was founded at a meeting in Denmark in September 1980. Six (6) Nordic school library associations are members of NSF:

**Denmark** : Danish School Library Association
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E mail: c.c.rasmussen@skolekom.dk
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**Sweden** **Helle Barrett** **Monica Nilsson**

The Executive Board of NSF has one member from each participation country. The board members are elected by the national school library associations.
The present president is Gert Larsen from Denmark. Former Chairman of the Danish Association of School Librarians from 1992 – 1999.

Through the years NSF embers have invited to conference every second year. These conferences are held by turn the various Nordic countries. The countries are telling stories about their cultural, social and educational character. During the conferences school librarians from the Nordic counties have the possibility to discuss school library matters, listen to lectures and build networks.

The ***NSF Children's Book Award*** has been presented annually since 1985. For 2002 the award will be given to the Norwegian writer Thore Hansen.

NSF has applied for funding from EEC – The Socrates Foundation, **the Comenius Program** for a school library development project. The SLIDE project intends to set up in-service activities for the professional education of multimedia specialist and school library staff. This in-service training will be provided as an e-learning project and will be designed to address the needs of school librarians throughout Europe. The in-service training program will be published in English but each country will be free to translate to national language.

In the project NSF will have four (4) partners:
The Teachers Resource Centre in Albertslund, Denmark
The Teachers Resource centre in Karmoy in Norway
The continuing Continuing Education Centre for Librarians of Latvia
The County Centre of Education in Nuuk in Greenland

Visit the NSF website at www.n-s-f.dk

## Sultante of Oman

Report prepared by Mary Moore, LRC Advisor, Ministry of Education,
Department of Curriculum and Training
P.O. Box 239 Mina Al-Fahal P.C. 116 Sultanate of Oman
E mail: mayfay2001@yahoo.com

Oman has no library association. There is a rumour that one is trying to be formed but nothing has come forth yet. I have just started meetings among the Arabic private school librarians. This has not happened before, as it is difficult for the librarians to meet. They have a hard time leaving school and do not do meetings after school. We held the meeting during exam time so they were free.

Education is Oman is relatively new. Previous to 1970 when the Sultan Qaboos became the leader of the country, there were only schools in the mosque. By 1973 there were 3 schools and teaching was very much memorization of the Koran.

Today there are 5 year plans of establishing a new education policy called "Basic Education". This next year, Grade 6 will be introduced. There are over 320 new schools for elementary and secondary started since 1998.

Each school has a LRC. It is not equipped like North America, but has a lot of the equipment but not many books. Books are quite an issue here and all of them are checked for specifics.

We were fortunate to be awarded the IASL/UNESCO#554 book award this year for one of our older schools in the mountains near Salalah where there is no telephone service and electricity is done through a generator for only about 5 hours per day. Heat here gets to over 50 degrees so you may appreciate how much one should have electricity!

I have completed the LRC Information Skills Curriculum for grades 1-6. Gr. 1-2 are being translated. Gr. 3-4 are translated but not checked for correct Arabic. Gr. 5-6 will be on CD-ROM by Sept. Half of grade 7 is completed. I am working with a publisher to get an Omani educational magazine for students published. It's been 5 months and we are still at the contract stage so things are moving slowly.

## PACIFIC REGION 2002 Report,
**by Elizabeth Greef, IASL Director**

In the Oceania region there is considerable disparity in the situation of school libraries and their staffing between different countries. Some countries have schools with well-resourced networked libraries and trained staff such as Australia and New Zealand while some other countries in the region have very few school libraries, no computers, few resources and very few trained staff.

Separate reports have been provided for each of the following Associations. They have been taken from this Director's Report, and organized alphabetically within the context of the Communique:

Australian School Library Association
Federated States of Micronesia
Fiji Library Association
Guam. Library Association of Guam
Marshall Islands Library Association
New Zealand. School Library Association of New Zealand Aotearoa
Papua New Guinea Library Association
Samoa. Library Association of Western Samoa
Solomon Islands
Tonga Library Association
Pacific Islands Association of Libraries and Archives PIALA

**Current concerns within the Pacific region:**

- Addressing the disparate needs within the region – lack of training, resources and funding in many countries for school libraries
- Limited training and professional development because of geographical isolation
- *"The common issue in school libraries is the lack of librarians and library books, and more importantly, proper library buildings or facilities such as shelves, trolleys, computers and air-conditioning."* (Togi Tunupopo)

## RECOMMENDATIONS FOR IASL/EXEC/BOARD

- Develop a comprehensive contact list of the Oceania region
- Investigate avenues for training and staff development
- Seek funding for professional development – scholarships, etc.
- Provide basic input and support in setting up new libraries, such as, a simple manual
- Clarify procedures for appointment of Regional Associates
- Review and refine the criteria for the IASL Awards
- Provide a membership list for all members.

*Information received from: Togi Tunupopo, Sara Krosch, JeanThoulag, Maxine Becker, PICNews58, PIALA Newsletter Oct 2001, Losaline Taufu'i, Graham Ogle, Anna Sloan, Paula Jones, Sunita Prasad, Ken Horler*

| | **PIALA**<br>**(Pacific Islands Association of Libraries & Archives)** |
|---|---|
| | |
| Date of founding | 1991 |
| Website address | http://www.uog.edu/rfk/piala/piala.html |
| Major publications | PIALA Newsletter |
| President 2002-03 | Acting President: Christine Scott Smith<br>csctsmith@kuentos.guam.net |
| Preferred mailing address | Contact:<br>Arlene Cohen, Systems Librarian<br>University of Guan<br>RFK Library, UoG Station<br>Mangilao, GUAM 96923, USA<br>Phone: 671-735-2345<br>Fax: 671-734-6882<br>E mail: achoen@uog9.uog.edu |

PIALA 2001 to be held on Saipan was cancelled due to travel disruption after the terrorist attacks in the US. The next conference will be held in 2002 in Chuuk; the conference theme is "Libraries, Museums and Archives: The coconut tree of life".

The Pacific Islands Association of Libraries & Archives (PIALA) Mailing List 1998 can be found at the following website:

http://www.uog.edu/rrk/piala/mailing.html

Editions of the PIALA Newsletter can be found at

http://www.uog.edu/rfk/piala/nletters.html .

**Current concerns within the Pacific region:**

- Addressing the disparate needs within the region – lack of training, resources and funding in many countries for school libraries
- Limited training and professional development because of geographical isolation
- *"The common issue in school libraries is the lack of librarians and library books, and more importantly, proper library buildings or facilities such as shelves, trolleys, computers and air-conditioning."* (Togi Tunupopo)

## PAPUA NEW GUINEA LIBRRY ASSOCIATION

President: Grace Hiris Birney
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Information from Graham Ogle, Hope WorldWide
Edited by Elizabeth Greef, Director, Oceania

### *PNG SCHOOL LIBRARY PROGRAM*

One practical way in which other teacher librarians have been able to assist in developing school libraries in Papua New Guinea is through the PNG School Library Program, begun in 1999, which is a joint program of the non-government organization Hope Worldwide in collaboration with the National Library of PNG. Those who attended the Auckland conference may have met Joe Pereap who runs the Mobile School Library in Port Moresby. He takes a colourful van fitted-out as a mobile library with 30,000 books to several schools. However, over 70% of schools in Papua New Guinea have no school libraries at all.

**Hope Worldwide** organized a Book Drive of culled library books in 2001, which had great results – over 180,000 books from Australian schools and still counting.... Sydney and Perth were particularly supportive with over 80 schools in each of those areas participating. About 80,000 books were also received from the U.K. To facilitate the organization of this, major contributions were made by the Department of Education and Training in NSW and the Australian Professional Centre in New South Wales and in Western Australia the major partners were Chevron, Edith Cowan University and government primary schools.

Over 660 schools in PNG will benefit from the books sent, mainly in the following provinces: Central, Southern Highlands, Chimbu, Manus Island, Bougainville, Milne Bay, and the National Capital District. Hope Worldwide will be conducting the Book Drive again in October 2002. (G. Ogle)

## PHILLIPINES

Oral report provided by Ms Herminiglidea H. Salazar

## POLAND. Towarzstwo Navczycieli Bibliothekarzy Szkol Polskich

Contact: President: Barbara Tomkiewicz
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Phone & Fax: 48-10-33-22-8264-785

In the October 27 issue no. 9, 2001 of "Proradnik Bibliotekarza" a professional journal published by the Polish Librarians Associations you will find an article about a conference, which took place in Krakow, the 04 July 2001. The theme of the conference was the academic education of teacher librarians and how to meet the needs and demands of the newly reformed school system. Dr. Bogumila Staniow presented a summary of "Do You Read Me?" from the Malmo Conference.
Visit: http://ebib.oss.wroc.pl/english/index.html

## PORTUGAL

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Report excerpted from Monica Nilsson, Director, Europe

The Portuguese librarians have done a wonderful job during the last years to build their school library programs. A few persons put in a lot of work for developing the school libraries in different region of Portugal. The National Portuguese School Libraries Network - RBE is growing fast.

# SAMOA. LIBRARY ASSOCIATION OF WESTERN SAMOA

| | |
|---|---|
| Date of founding | 1986; revived 2001 |
| Current members | 21 (mostly non-school) |
| Website address | National University of Samoa: http://www.nus.ed.ws<br>(Faculty of Education and Library personnel) |
| Major publications | Library Association of Samoa Newsletter.<br>Editor: Togi A. Tunupopo, c/o - NUS Library |
| President 2002-03 | Togi Aifa'i Tunupopo |
| Secretary | Secretary: Mrs. Jacinta Godinet<br>Library Association of Samoa<br>C/O - Samoa Public Library Services<br>P.O Box 598<br>Apia<br>SAMOA |
| Preferred mailing address | President<br>Library Association of Samoa<br>C/O - National University of Samoa<br>P.O. Box 5768<br>Vaivase<br>SAMOA<br>E mail: library@nus.edu.ws<br>Ministry of Education contact person:<br>Mrs. Laititi Belford Su'a,<br>Corporate Services Manager.<br>Phone: 685-21911 ext. 502<br>Fax: 685-21917 |

Information provided by Togi A. Tunupopo, Chief Librarian,
National University of Samoa Library

Edited by Elizabeth Greef, IASL Director, Oceania

Conference delegate: Jacinta P. Godinet, Principal Librarian, Nelson Public Library, Education Department, Apia, Samoa

Revival of the Library Association of Western Samoa occurred in May 2001 with Togi Tunupopo as its President. LAWS is seeking the appointment of a School Library Committee as there is a growing need to consolidate the activities and assistance in this area.
There are currently 21 members in our Association, most of which are representatives of special libraries and institutions. There are two theological college reps., two public libraries, two college libraries, two Universities, 1 Parliamentary, two regional organizations i.e., SPREP (South

Pacific Regional Organisation Project), FAO, 3 government departments, and the rest NGO's.

Here is a brief update on School Library project in Samoa:
The current emphasis now is on the development of Primary Schools and hence libraries for primary level education. There are now five primary schools underway and the process of book selection is undertaken by Dr. Janet Murray, who is the visiting library specialist from Australia and Jacinta Godinet who is the Chief Librarian for the Public Library services in Apia.

Funding for the development of Primary School libraries is under the ADB or Asian Development Bank and AusAID project. These funding include the physical building of the Primary schools such as Afega, Falefitu, Maagiagi currently underway. Local coordinators of the project Alan and Laititi Su'a, could not be reached for comment. However there is a progress report prepared by Janet Murray which will be made available to the public soon.

The common issues in school libraries are the lack of librarians and library books, and more importantly, proper library buildings or facilities such as shelves, trolleys, computers and air-conditioning. These issues will obviously be discussed in depth in Janet Murray's report.

## SINGAPORE

Written report by Mrs. Ng Bing Tang, Senior Manager, School Library Services
National Library of Singapore
Oral conference report: Mr. Ian Yap, Senior Librarian, Teachers Network (READ@TN)
Ministry of Education

1. Introduction

The School Library Services (SLS) of the National Library Board (NLB) of Singapore was established in July 1998. Its mission is "to support the school library sites to enable them to provide excellent library services to meet the information needs of the education profession, teachers and students.

2. Areas of Responsibilities

SLS also undertakes the following areas of responsibility:

1. promote library services to schools
2. handle requests from schools on library services
3. mentor NLB staff attached to Ministry of Education and school libraries
4. provide enhances services to the sites

3.Presently SLS HQ, with the staff strength of 3 persons, oversee 23 staff from the following libraries:

3.1. three (3) special libraries under Ministry of Education (M)E) namely Resources for Education and Development at Teachers Network (READ@TN), MOE, Headquarters and MOE, Language Centre

3.2. Nine (9) junior colleges
33. Two (2) centralized institutes

4. Collaboration with Ministry of Education (MOE)
4.1 Two committees were formed between NLB and Moe for library activities
4.2 We had jointly organized the first School Library Conference on 23 September for 900 principals, teachers and school librarians. The name of the Conference was ***"Library @ School"***. The theme was information services and management in the new millenium. Besides the main conference, NLB also organized a mini-exhibition at the conference and post conference workshops on promoting the school media resource library for primary and secondary teachers.
4.3 Currently there are two major areas of cooperation between SLS / NLB and MOE: Centralized Procurement of Library Materials for Schools and Protoyping Model School Libraries.
4.4 Through Centralized Procurement of Library Materials, participating schools are able to enjoy economies of scale in bulk purchasing, wider choice of materials for selection NLB vendors and shelf ready materials.
4.5 As for the Prototyping Model School Libraries pilot project, NLB will assist the MOE in setting up four (4) model libraries.

5. Programs for Teacher and Student Librarians
5.1 SLS conducted a special workshop on Library Management for Secondary Teacher Librarians on 01 September 2001. The object was to provide an overview of the scope and issues in managing the school library.
5.2 We also took part in the Asian Congress of Children's Librarians 2001 Conference By conducting a similar workshop on Library Management for School and Child Care Centres on 01 November for primary school teachers and librarians from Singapore, Malaysia, Thailand and Philippines.
5.3 SLS has been conducting the Basic Skills Training for student librarians since September 2000. One of the objectives is to equip the student librarians with the library skills so that they could be confident in making use of their library resources and handing their users effectively and efficiently. To date more than 600 student librarians from 15 secondary and one primary schools as well as an institution were trained. The course offers three (3) modules namely: Library Services and Management, Library Programs, and Library Publicity. Training includes presentations and hands-on sessions.
5.4 In order to cater for the training needs of student librarians from junior colleges and centralized institutes, we have successfully organized two programs namely: Student Librarians' Day for approximately 200 enthusiastic student librarians for two consecutive years in 2001 and 2001. The objective was to elevate the image of the student librarian to one who is dynamic, proactive, confident speakers and equip them with the skills to promote the library resources creatively. The programs covered talks on various topics and games according to each year's theme.

6. Issues of Concern
6.1 Since most teacher-librarians or staff working in school libraries in Singapore are not trained professionally in library discipline, the students do not get the benefits of a

specialist who can guide them in learning to use and understand the widest variety of information resources. The need for students to be fully equipped with information and research skills is very crucial especially since our MOE places much emphasis on Interdisciplinary Project Works (IPW)., In the near future, the results of the IPW will be one of the criteria for admission in local universities.

6.2 According to the school library survey conducted by NLB recently, teacher librarians expressed that the main constraint on the school library services was the lack of a library specialist who could think up, propose and implement and sustain the./

7. Supplementary oral conference report:

Mr. Ian Yap, Senior Librarian, Teachers Network (READ@TN) Ministry of Education

7.1 There are 376 schools in Singapore made up of primary, secondary and junior colleges.

7.2 There is no school library association, altho there are indications that one may be in the beginning stage.

7.3 Information Technology is well advances. There was an IT Master Plan implemented in 1997. It included:

1.Classrooms are well equipped with multi-media projectors and Local Area Network points

2.IT is provided both through Internet and Intranet components, with LAN points located in all parts of the schools, and personal computers in most classrooms and offices

3. The allocation ks one laptop for every two teachers

4. Library infrastructure plan included:

furniture expenditures
funding for software
integrated library software system
personal computers with Internet access

5. Technical Assistance is hired for each school

6. Staffing is **not** considered in the plan for professional teacher-librarians.

7.4 Critical Concerns

1. Running the library is considered to be like a club activity.
2. Teachers in charge of the library are full-time teachers with a full teaching load.
3. Many teachers selected to be on the library committee have little or no experience in any aspects of librarianship
4. There are few training programs available to teachers with special focus on the role of the teacher-librarian
5. Primary and secondary school libraries are opened for only a few hours a day due to the fact that there is no staffing.
6. There is a serious need to involve Principals in discussing the modern role for the teacher-librarian in a school library and information services in a resource based learning environment

## SLOVENIA

Contact: Union of Associations of Slovene Librarians
C/o Irena Sesek, President
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SI 1000 Ljubljana, Slovenia
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FAX: 386-1-425-7293
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Http://www.zbds-zveza.si

Report extracted from Monica Nilsson, Director, Europe

In Slovenia, as in some other East European Schools, every school has its own school library and a librarian as well. In Slovenia, the school librarian must have a university degree in librarianship. But, even if the school libraries in East Europe seem to be well taken care of concerning the level and education of the professional staff, they share the same problem as we all do in Europe. We are all involved in the process of encouraging the integration of the school library programs into the instructional and curriculum development of the schools as well as to educate our students to become information literate.

| | SOLOMON ISLANDS |
|---|---|
| Preferred mailing address | The Director (Acting),<br>National Library Services,<br>PO Box 165, Honiara, Solomon Islands.<br>(National Library is a division of the Ministry of Education.) |

There is no establish library association or teacher librarian group in the country at this time.

Information provided by Tony Dadalo, USP-Solomon Islands Centre
Oral report by Elizabeth Greef, IASL Director, Oceania Region



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## SOUTH AFRICA

Conference delegates encouraged participants to plan to come to the 2003 conference in Duban, South Africa. The representatives from ELITs included:

Ms Boneka Miwara, Mrs. Khanyi Dubazana, Mrs. Lunga Molapo, Mrs. Mariana Du Toit, Ms. Pat Magwaza, Mrs. Sibongile Nzimande, Mrs. Sipoho Lombo, Mr. Sipho Mncube, and Mrs. Anna Arnold, Council for Scientific & Industrial Research – SAC.

Written report not available.

## SRI LANKA

Contact: Mr. W. Dharmadasa, Director
School Library Development Unit
Ministry of Education
"Isurupaya", Battaramulla, Sri Lanka
E mail: dsna@itmin.com

In late September 2002, twelve (12) delegates from both Federal and Provincial Ministries of Education in Sri Lanka participated in an intensive study tour of school library and information services in Vancouver (Canada) area. They had an opportunity to see integrated programs in action, to meet the various levels of administration in Canadian schools, to explore the training of personnel, and to investigate the dynamics of a SLIS program.
A full report of the project has been filed with ERIC, and also with the National Library of Canada. Copies can be obtained from G. Brown

Since returning to Sri Lanka, the delegates have had several meetings to develop a strategic plan to present to the new Minister of Education and other related training bodies. They feel encouraged by the progress they have been able to make. At least one province has completed a survey of current SLIS programs to report to the World Bank, on reading programs and on information literacy.

Applications were received for the Train-the-Trainer Project related to Information Technology phases. The final selection and implementation will be a major step forward if it is correlated with the SLIS activities.

A Director has been named for the National Institute for Library and Information Studies (NILIS), who will have responsibility for collaborating in the training programs with the Ministry of Education, the Teacher Education and Training Programs, and the various University programs. The Director has recently returned from a study tour to New Zealand.

A number of teacher-librarians are pursuing studies in Malaysia, and will likely participate in the conference. Ask them for their views of developments.

Participants are referred to the presentation paper in the conference proceedings by Mrs. Pradeepa Wijetunge, National Institute of Library and Information Services.

## SWEDEN

Report by Marianne Ageberg, Orebro, Sweden

Hej, as we say in Sweden. Helle asked me to say a few words. I feel fortunate that S is far down in the alphabet, so that I had time to think!

Gerald just told us that Monica Nilsson has informed about the rapid school library movement in Sweden right now. I am not sure what she is actually referring to, but I can guess it has to do with the three different Associations for School Libraries formed recently - The South, The North and The East School Library Association. People meet and discuss important matters in the different regions. Each of the associations has their own web site.

At the same time as these groups are being formed our National Library Association is now united into one. Librarians at the Universities, Public librarians as well as School librarians now join together under one umbrella – The Swedish Library Association or as we call it Svensk Biblioteksforening.

We think it is convenient to be able to discuss common issues when we all meet at the same arena (platform).

One big issue in Sweden today is Adult Education. The Government spend a lot of money on this and the public libraries are also included this time to get grants. This means that public librarians also get involved in educational discussions about how to train Information skills and so forth. Our colleagues at the Public Libraries seek support from us School Librarians.

A National Project concerning the development of School Libraries and how to get them more integrated into the curriculum has been very important to us lately. It is run by the National Agency for Education. You can find it on the Internet in an English version and read about it there. www.skolverket.se

Some quite big national funds have been spent on the Swedish schools in the past couple of years to develop the education and the technology used by the teachers. Especially two funds from the Government were for IT and a third one was for introducing the course about Project-based learning into all Senior High Schools. In all of these three projects the School Librarians have

been invited to play a part and special grants have been allocated for them. The School librarians were also mentioned in the Bill signed by the Minister of Finance, so as you certainly understand we feel a great progress right now.

Terima kasih.

## TANZANIA

Oral report by Margaret Baffour-Awuah, IASL Director, South Africa Region

The National Library has a section for school library development.
They have developed a manual for school librarian use.
They have been receiving books from donor agencies which are then given to schools.

| | TONGA |
|---|---|
| | Tonga Library Association |
| | c1981 |
| Major publications | None |
| President 2002-03 | Losaline Taufu'I |
| Preferred mailing address | Losaline Taufu'I<br>c/o USP Centre – Tonga<br>P.O. Box 213, Nuku' alofa<br>Tongao, South Pacific<br>Phone: 676-29-055<br>FAX: 676-29-249<br>e mail: foliaki_v@usp.ac.fj |

Information from Losaline Taufu'I
Edited by Elizabeth Greef, Director, Oceania

Tonga has a new President of its Library Association, Losaline Taufu'i, who is the librarian of the USP Centre in the Tonga Branch, Tonga Islands. Losaline has just finished doing a certificate in librarianship through distance education to USP (University of the South Pacific) and as the president is trying to get together a programme to run the association. The first step planned is to have some informal training where the members share work experiences and from there develop more formal training for members; the aim is to start this informal training in July. Other different

programmes are also being set up with much hope.

Every Middle School, Secondary and High School has a library, but with the Primary Schools about 1% have a library. Government Offices have set aside rooms and label them 'Library' but they are minded by tea-making people or Junior Clerks who know little about library work and who leave library work to whenever they have time for it.

The Tonga Library Association, which began about 1981, has been run by people from overseas who were in Tonga as volunteers and the running of the association has been dependent on them. It has been like that since the beginning. No Tongan has stood up to be a figure to hold the pieces together so that when the volunteers leave the association can continue. Last year was the first time ever that a Tongan was elected to be the President of the Association but still the association does not seem to move forward. This is probably due to our inexperience and lack of skills. That is why I would like to push people to go to conferences, seminars and short courses because that would be the best way to develop skills and ideas and start to move forward. It would be helpful to find sources of funding to help this happen.

Developing of libraries in Tonga is very long due. Most of the libraries are underdeveloped and are looked after by clerks who have library chores as a second or last priority. We are a long way behind but we will now work towards development and are looking forward with great hope.

## TRINIDAD AND TOBAGO

Reporting: Marie Abraham, Director, Educational Library Services, National Library and Information System, Trinidad & Tobago.

Things are very exciting in the country at present, as we are getting ready to open our first National Library, a new building, in the near future. I will be travelling to London, England in November to purchase books for the library.

Our Association conference planning committee has been working on the UNESCO School and Public Library Manifesto. We are in the process of planning a conference for May 2003 which will focus on the contents of the Manifesto, and how we can use these ideas to advance our library programmes.

## UNITED KINGDOM
## THE SCHOOL LIBRARY ASSOCIATION

Oral report only by Kathy Lemaire.
Check the SLA website for more details

## The United States of America
## American Association of School Librarians

Excerpt taken from "President's Column", President Helen Adams, *Knowledge Quest: Journal of the American Association of School Librarians,* Vol. 30, No. 5, May/June 2002

American Association of School Librarians (AASL)
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Phone: 312-280-4386
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E mail: AASL@ala.org
http://www.ala.org/aasl

President 2001-2002: Helen Adams
President 2002-2003: Nancy Zimmerman
President 2003-2004: Frances E. Roscello

Oral Report by Eleanor Howe, IASL Director, USA Region

Each president builds on the accomplishments of the last president and board, and lays the groundwork for the next group of leaders. Past Presidents Ellen Jay and Harriet Selverstone worked with their boards to develop and adopt the AASL Strategic Plan. During, my term, the board began implementation of the plan, and in a board workshop at ALA Midwinter Meeting in New Orleans we reviewed it for midcourse changes. As a result of board's discussion, President-Elect Nancy Zimmerman is planning a reading initiative. And so it goes, each president and board moving the association ahead.

During my term, I had three areas of special interest: recruitment for the profession, legislation to benefit school library programs; and increasing volunteer participation in AASL.

**Recruitment**

The AASL Recruitment Task Force, chaired by Eileen Schroeder, a library educator at the University of Wisconsin-Whitewater, has been investigating the shortage of qualified school library media specialists and what states are doing to meet this need.

The task force received responses to its survey on media specialist shortages from 34 states. The reasons cited for the shortages included retirement, limited access to library education, poor teaching conditions, low pay, negative stereotypes of librarians, and no job security. Task force members are currently preparing a multi-year recruitment plan to be presented to the AASL Board by June 2002. The plan will include strategies for both AASL and its affiliate organizations to undertake.

**Legislation**

Legislation will continue to be a priority of AASL and ALA. Many school library media specialists contacted legislators regarding the reauthorization of the Elementary and Secondary Education Act (SEEA); in response, the U.S. House and Senate voted to authorize $250 million for school library resources as part of the overall funding for ESEA. It was funded for 2002 at only $12.5 million. It is our goal for FY 2003 to reach funding above the $ 100 million dollar level, thereby ensuring tat the program will be funded in each state.

**Increasing volunteer participation of AASL members**

As AASL president-elect and then as president, it has been my responsibility to recruit people to serve on AASL's committees and task forces and to represent AASL in other venues. One of my personal goals was to actively and seriously recruit people who had not previously served AASL in some capacity. To involve more people, I asked the AASL board to adopt the Statement on Virtual Participation, which allows the AASL president and president-elect to appoint as a virtual member any interested volunteer who is unable to attend conference committee meetings in person. While the numbers change weekly, I believe the number of current virtual volunteers is approximately 38 out of 194 committee and task force members. Pam Berger, chair of the Virtual Participation Task Force, is currently working with her group to establish a virtual mentoring program to help reach out to new volunteers and retain those who have been serving.

To provide support to the many **first-time chairpersons,** I wrote a five-week, **online orientation.** Delivered via e-mail, the orientation helped all chairpersons learn about AASL and outlined the first steps in getting their committee or task force work started. Sincere there were also many first-time committee and task force members, I provided a two-week, online orientation for them. Evaluations indicate that the online orientation should be continued in the future, perhaps in a more interactive mode.

While I will not report on the work of every committee or task force, I will highlight the activities of some of **AASL's newest committees.** Last June, the AASL board approved four new committees: the Institute Planning Committee; the Leadership Forum Committee; the Web Advisory Committee; and the Appointments Committee.

**The Institute Planning Committee,** chaired by Deborah Levitov (Nebraska), has been working hard. A forum on the National Board for Professional Teaching Standards and the School Library Media Profession is scheduled for October 4-6, 2002, in Chicago. AASL

Affiliates have been invited to send a team of three delegates to receive valuable information from qualified NBPTS representatives on NBTS certification, standards, assessment, and much more.

Gail Dickinson (North Carolina) chairs the **Leadership Forum Planning Committee.** The group met during Midwinter Meeting to begin planning a leadership development institute for April 2003. The target audience will be emerging leaders, although we expect the participants to be both current leaders and new library media specialists. The content will include leadership development and empowerment.

Given the number of appointments made annually, president-elect Nancy Zimmerman can really appreciate the new **Appointments Committee** chaired by Barbara Weathers (Texas). This committee has been designing a database of names of those interested in volunteering to serve AASL in a variety of capacities and assisting with appointments.

As the association moves further into an electronic world, new policies and guidelines are needed to provide a framework for association activities online. Sandra Scroggs (Texas) chairs the **Web Advisory Committee,** and her group is working online to develop policies and guidelines for the AASL Web site, including policies on links and advertising, as well as content guidelines for the members-only section of the site.

The tenth AASL conference held in Indianapolis in November was successful, and the **Conference Planning Committee** for the eleventh national conference to be held in Kansas City, Missouri, October 22-26, 2003 is already hard at work. The planning team has selected the theme: "information matters @aasl.KC.mo.

At Mid-winter Meeting, the Intellectual Freedom Committee, chaired by Carrie Gardner (Pennsylvania), discussed the draft document "Principals for the Networked World". The document covered the areas of intellectual freedom, privacy, intellectual property, infrastructure, equitable access, and content. A small ad hoc group, including Allison Kaplan representing AASL. Is working to add information literacy to the principles document.

**Future**

There are two proposals for new committees currently being drafted and reviewed for presentation to the AASL Board in June – An **International Relations Committee** and an AASL Associates Committee. Former AASL President Blanche Woolls, approached me last fall regarding considering the revival of an International Relations Committee. The ideas was looked upon favourably by the Executive Committee, and a draft proposal was made by Ross Todd, Elspeth Gooden, and Nina Kemps from New Jersey. After final review by the AASL Executive Committee and the Bylaws Committee this spring, it will be presented to the board for its decision in June.

Several **new member communication efforts** include: A members-only section was unveiled on the AASL web site in March. AASL Hotlinks, a monthly e-mail newsletter, began publication in March. The Newsletter is sent automatically to every AASL member with a valid e-mail address in the ALA database. It includes highlights of new article sin Knowledge quest and School Library Media research, previews of upcoming continuing education opportunities,

tips on valuable resources available on the AASL and ALA website, and advance notice of new publications and products.

## VIETNAM

Oral report by Gail Par, IASL Director, South Asia Region

There is a major World Bank Project being undertaken in educational reform. It is being funded to about two million US dollars.

## Zimbabwe Library Association (ZLA)

Summarized by Margaret Baffour-Awuah,
Director, Africa, Sub-Sahara
Contact: Mr Enoch Chipunza
P.O. Box 313
Harare, Zimbabwe

The Zimbabwe Library Association (ZLA) appreciates the efforts of the Zimbabwe Book Development Programme (ZBDC) in the promotion of reading through such efforts as the children's reading tent held during the ZIBF, the Children's Book Forum, the National Book Week, and the Book Fund Project among others.

The ZLA sits on this Board and ensures that library matters
are taken seriously. It can be recorded that in 1999 about 600 schools were selected for funding by the Book Fund Project to purchase books for a three-year period. The Council ensures that personnel managing these school libraries undergo library appreciation courses so that the funding is well utilised.

The government has supported the Zimbabwe Library Association's efforts to improve school libraries. It created the National Library and Documentation Service (NLDS) to spearhead library development in accordance with the recommendations of various reports of commissions set up in the past.

Government lobbying has also given birth to a program called Better Schools Program. The approach adopted by this program seeks to develop school libraries in clusters of schools. A group of schools forms one big community to be served by one Resource Centre. Funded through the Ministry of Education, Sport and Culture the programme has a good working budget to set up and furnish these centres with resources for a specified period of time.

In addition, the World Link Program aims to introduce information technology in schools. Working on lines similar to those of BSP, World Link groups a number of schools under one centre. The centre is equipped with computers, which form common property for the schools. The computers have Internet and e-mail facilities to benefit members of the community, parents, teachers and school children.

## The World Library Partnership, USA

Date of founding: March, 1996
Web site address: http://worldibraries.org
Name of major publication (s): Libraries for All, Pamoja
President 2001-2002: Dr. Ken Shearer
Executive Officer: Laura Wendell
Preferred mailing address: 3101 Guess Rd., Suite D,
Durham, NC 27705 USA

**Children's Literature**

The World Library Partnership (WLP) teaches workshops on book making to school libraries in South Africa and public libraries in Honduras. In July-August 2002, we will be working with umSinsi Press in South Africa to teach children book making and author-ship through their local school libraries. UmSinsi will publish the best of the books written by the children. Both the children and their schools will receive royalties from the books.

**Education for School Librarianship**

WLP trains school and public librarians in South Africa and Honduras. We conduct hands-on workshops on a variety of subjects from the basics of how to organize a library to community-focused programming. Our librarian volunteers provide on-site follow-up training and assistance.

Our goal is to teach people with little or no prior training in
librarianship how to create dynamic, open, successful libraries. WLP believes that librarians play a critical role in bringing information to a community and in preserving the information already present. With a little creativity and a lot of community support, it is possible to create a thriving library even with very few resources.

**Information Literacy**

Information literacy is a key component of our librarian training programs. WLP conducts workshops for teachers and librarians on how to help students develop information literacy skills. We are in the process of creating a manual with information literacy exercises and tip sheets that could be used in a variety of library settings.

**Professional Development Activities**

WLP provides the librarians in our program with an opportunity to meet their colleagues from around the world and exchange ideas with them. Many of our librarian volunteers form lasting relationships with the libraries they visit in Honduras and South Africa. WLP provides South African libraries with membership in the Library Association of South Africa and we are interested in promoting other library associations.

**Publications**

WLP publishes several resources for librarians:
***Libraries for All: How to Start and Run a Basic Library,***
***Pamoja: A Learning Activity for the Information Age,***
***ITW 2000: A Video*** by John Nicholson and our newsletter.

In August, we will have a new video about innovative solutions to providing information in rural Southern Africa. In addition, our web site has an online resources guide for libraries in developing countries.

**Awards and Commendations Given**

WLP has plans to launch an award for libraries demonstrating leadership in community involvement. We will post information on our web site when we are ready to begin soliciting nominations.

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**Copies of this report may be seen on the IASL website:** http://www.iasl-slo.org

**Additional copies in print format are available at cost & shipping and postage from**

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# INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP:

## Special Interest Group - International Development Report 2002

**Co-ordinators:**

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**Annual Report for the Period 01 July 2001 to 30 June 2002**

**Objectives and Action Related to Each Objective**

In addition to the regular responsibilities attached to this SIG, the Co-ordinator was asked by President Genco to serve as a **mentor** with Helle Barrett, Vice President: Association Relations and with Sandra Hughes, Director, Canada. These two individuals where easy to work with, and they responded well to suggestions.

A considerable amount of time was used to contact leaders in countries not already identified with members in the **Contact Persons Directory**. Hundreds of e-mails have been exchanged, and many enthusiastic respondents have been identified. The issue now will be to lead them to continue their participation in the organization.

The Contact Persons Directory identifies at least one individual in each of 113 **countries or associations.** Approximately 76 per cent of these individuals have active e-mails. The others have been contacted by snail mail.

**1.** ***To identify areas of expertise available among the membership for school library development projects.***

1.1 **Sri Lanka:** Organized and conducted a tour for twelve (12) educators from provincial and regions settings in Sri Lanka to visit school library sites at various levels of development in five (5) school districts in British Columbia.

1.2 **Sweden:** Organized and conducted a tour for the Assistant Director of Education and the Chief Librarian from Malmo, Sweden to visit schools in Saskatoon, Saskatchewan to study Resource-Based Learning in action

1.3 Assisted in revising **resumes** for various job applicants from developing countries Connected several retired librarians to the **Canadian Executive Services Overseas** - an agency that provides volunteer and funded support personnel for a variety of projects around the world.
1.4 Posted notices of a variety of **job vacancies** from various countries for which IASL members may have been applicant.
1.5 Provided links for Barbara Braxton, **ISLD** to reach several more countries.
1.6 Attempted to connect to the **European Council of International Schools** listserv and to monitor it regularly. Communications where sent to 37 people who attended the ECIS conference in November, inviting their assistance in locating a Regional Associate in the country where their school is located. The response has been quite favourable.
1.7 Connected individuals searching for formats for writing **electronic citations** with recognized leaders in the field.
1.8 Facilitated interactions between a colleague on **professional exchange** from Australia with several teacher-librarians in Canada
1.9 Assisted in **editing** several short articles from individuals in developing countries for posting to the IASL listserv, and other listservs as appropriate.
1.10 Identified systems that had developed '**basic information literacy skills curricula**' for individuals drafting documents for their system or region
1.11 Assisted individuals from Kenya, Nigeria, South Africa and Zimbabwe to have their academic and **profession qualifications accredited** by American Library Association
1.12 Notices of forthcoming conferences, particularly where Call for Papers are noted, have been forwarded frequently to the listserv.
1.13 Reviewed articles for School Libraries World Wide as a member of the Editorial Board
1.14 Supported Gloria Hall in her continuing enterprises in the hinterland of Chile to work with rural schools. Ms Hall was the South American Director for IASL at one time.

***2. To identify partners who need assistance in applying for grants (or similar funding) for projects, which fall within the objectives of IASL.***

2.1 Assisted leaders in **Latvia** in drafting their proposals to NORDINFO.
2.2 Advised leaders in **Sri Lanka** in preparing travel proposals and establishing study tour criteria for a trip for 12 people to Vancouver, B.C.
2.3 Assisted leaders from **Sri Lanka** in drafting proposals for Information Technology projects
2.4 Advised leaders from **Malmo, Sweden** in completing travel proposals and establishing a study tour to Saskatoon, Saskatchewan
2.5 Offered guidance to **Zimbabwe** associates in seeking funding to organize professional meetings and association development work
2.6 Attempted to locate funding to assist a teacher-librarian from an International School in **Bali** to take Distance Education programs from Charles Sturt University.
2.7 Shared information about the **Danida Travel Grants** offered through IFLA
2.8 Assisted in posting information about **IASL Awards,** with indication of previous winners to all new contact people and new regional associates in the Assembly listing.

The major **difficulty** appears to be in letting the membership know that advice and assistance can be provided without giving the illusion that IASL has money to spend on projects.

Many members from developing countries do not have access to the electronic information sources, and /or have difficulty accessing the Internet.

Frequently members lack the self-confidence that they are capable of writing proposals and seeking funding. Many people give up after the first two or three refusals.

***3. To function in a consultative capacity to match available expertise to grant application needs.***

3.1 Assistance has been provided in Latvia, Sri Lanka and Sweden
3.2 Advice to Ethiopia on printing options for UNESCO Manifesto

***4. Additional related activities***

4.1 Archival materials for 2000, 2001 and 2002 to date have been organized and await indexing and integration into the database.

4.2 Reviews have been prepared for IASL-LINK for 5 items. Information about these materials has also been forwarded to the professional school library journals in Canada.

4.3 Submitted notes to IASL Listserv about various resource documents, or the need for the same in response to inquiries.

***5. Issues***

The following issues or concerns have been isolated from the personalized communications with members this past year, including discussions at the Malmo & New Zealand Conferences.

5.1 There are many schools, districts and regions that want to know **"how to start a library from scratch"**. The interest is there. There are some materials. People do not have the training, but they recognize that literacy is imperative to success. Many requests have been received looking for simple publications on 'where to begin' or how to 'un-cloud the mystique of librarianship."

5. 2 Many areas are searching for **'training options"**. There is great need for IASL to produce a realistic document on the training needs for teacher-librarians, including competencies and career ladders.

5.3 **Funding** is a constant issue. Many people seem to think that there is a 'pot of gold' in some other rich country and all that has to be done is to find the tap.

IASL could consider producing some simple tracts on where to look for funding in one's own country, how to write basic proposals, and how to lobby.

**5.4 Standards / Guidelines** are being sought in under-developed, less developed, and

developed countries. There is a plea for guidance and tools to which one can refer which have some respectability, credibility and status. A recent posting from Pennsylvania will be helpful to those who have Internet access.

**5.5 Publications** in print as well as on the Internet are still needed. Guides, handbooks, sample projects, brochures, or whatever is being used and distributed in the various associations need to be collected, documented and exhibited at the conferences. Often people within the same country don't know about their own publications.

**5.6 Components of a School Library Programme. Members** are seeking for a clear statement of what the components of a school library and information services programme are, and how they relate to each other. How they can be measured is also a point of considerable concern. Where the various annual "bandwagons" fit together as new directions are sought is often confusing to both the practitioner and administrator. IASL could make important and fundamental statements in these regards.

**6. Recommendations**

**6.1 That this report be accepted by the Board as information, and that it be distributed to the membership as a component of the Annual Reports for the current association year.**

**6.2 That the SIG-ID be maintained as an active section of the Association structure, with a budget line clearly identified and communicated to the Co-ordinators**

**6.3 That the section International Volunteer Assistance Programme be deleted from the electronic and printed responsibilities of this SIG**

**Respectfully submitted**

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# International Association of School Librarianship

## Assembly of Associations

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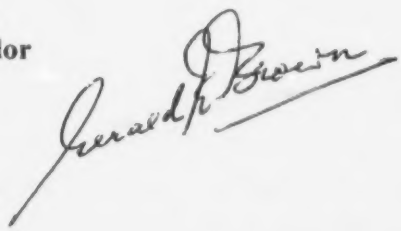
**This list is NOT an official membership list of IASL.**
**It is a working document of the compiler used to locate leaders in school library and information services around the world.**
**If you know of people who should be included in this list, Please forward the details as soon as possible.**
**Notification of corrections is always appreciated.**

**Draft compiled by**

**Gerald R. Brown**
**Honorary Ambassador**

**2002.07.15**



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